

SEND Information Report

**Review Date**

July 2026

Ratified

July 2026

Next Review Date

July 2027

Responsible Directorate

Safeguarding

About ATT



Our Values

ATT2030 sets a values-driven culture that is explicit about how we work and lead:

Belonging & Becoming: we meet each child where they are and refuse to leave them there - giving them both roots and wings.

Integrity & Excellence: we act ethically, celebrate excellence, and pursue high standards in all that we do.

High Trust, High Accountability: decision-making sits close to pupils and communities; principals are trusted as strategic leaders; the central team acts as expert partner; accountability is professional, dialogic, and focused on learning and improvement.

Our Three Goals

Everything in ATT2030 is organised around three interlinked goals that describe the kind of people - pupils and adults - that we are forming:

Capable: equipped with the knowledge, skills, and emotional readiness to perform to a high standard, adapt to change, and contribute meaningfully.

Competent: possessing the knowledge, habits, and judgement to get things done – well, reliably, and independently – handling setbacks and making steady progress.

Confident: feeling safe, happy, and known – secure enough to take risks, speak up, and grow with purpose and integrity.

SEND Information Report

Local review

Approved by:	Inclusion Team	
Last reviewed on:		June 2026
Next review due by:		June 2027
SENDCO:	Felicity Lorraine Felicity.lorraine@attrust.org.uk	Achieved NaSENCO qualification on 7 th January 2022
Designated Teacher	Jo Convoy (DSL) Joanne.convoy@attrust.org.uk	

1. The kinds of SEND that are provided for:

Our academy currently provides additional and/or different provision for a range of needs, including:

Area of need	Condition
Communication and interaction	• Autism Spectrum Disorder • Speech and language difficulties
Cognition and learning	• Specific learning difficulties, including dyslexia, dyspraxia, and dyscalculia • Moderate learning difficulties • Severe learning difficulties
Social, emotional and mental health (SEMH)	• Attention Deficit Hyperactive Disorder (ADHD) • Attention Deficit Disorder (ADD)
Sensory and/or physical	• Hearing impairments • Visual impairment • Multi-sensory impairment • Physical impairment

All Academy Transformation Trust Academies have adopted the Judith Carter Model. This is a strengths-based model and means we will also identify your child's strengths and needs across the 7 Cs:

- Curriculum
- Cognition
- Creativity
- Coordination
- Communication
- Compassion
- Control

2. The academy's SEND support overview and 'Core Offer'.

Our staff closely monitor the progress made by all pupils and ask advice from the SENDCO, as soon as they have concerns about any of their pupils. We then follow the graduated approach documented below and the **Assess, Plan, Do, Review** cycle. A concern might relate to a pupil's attainment, progress, behaviour or social, emotional or mental health needs.

Register	SEN stage	Description of stage and actions required	Responsibility
Not on SEND support register	Stage T (Teacher)	- Teachers use a range of classroom assessments to identify pupils of concern and relevant targets - Teachers then plan to support those pupils through adaptive teaching e.g. teacher tweaks and adaptations - Additional classroom support/interventions may be implemented. (see non-exhaustive list below) - The provision being made for these pupils is regularly reviewed as well as their progress towards targets.	Class Teacher Pupil
	Stage 1	- If concerns persist following a period at stage T, concerns will be shared with the SENDCO and parents/carers - Additional support/interventions may be planned. - The pupil's progress and any interventions will be monitored and reviewed carefully for impact by class teacher and SENDCO - Referrals may be made to external agencies for assessment and additional support. (list below) - Additional in-school assessments may be carried out. (list below) - For speech and language concerns – if the issues relate solely to speech, the pupil will stay at stage 1.	Class Teacher SENDCO Parents/carers Pupil
Added to SEND support register. Parents/carers notified and involved in termly reviews	Stage 2 SEND K A pupil has SEND if they have a learning difficulty or a disability which calls for specialist provision to be made.	- Following a review of Stage 1 and of the pupil's learning, SEMH or social needs, if concerns persist and the pupil is requiring support which is additional to and different from standard quality first teaching, they will be moved to stage 2. - Referrals may be made to external agencies for assessment and additional support. (list below) - Additional in-school assessments may be carried out. (list below) - Teacher, parents/carers, pupil and SENDCO will set SMART targets and plan relevant provision and interventions. - Targets will be captured in a learning support plan which will be reviewed termly with parents/carers.	Class Teacher SENDCO Parents/carers Pupil
Request for statutory assessment of SEND	Stage 3 SEND E	- For some pupils, stage 2 support will not be adequate to enable them to make expected progress towards their targets. - Following evidenced cycles of SEND support, the academy may apply for an Education, Health and Care Plan. From the agreement to assess, the local authority coordinates an assessment of needs within a 20-week window. The pupil, parents/carers and academy are fully involved in this process. Needs will be identified, targets set, and plans made for provision to meet these needs. - These pupils will continue to be supported by a learning support plan which is reviewed on a termly basis and will have a statutory annual review of their EHCP	Local Authority SENDCO Class Teacher Parent/carers Pupil

3. Our Academy's Core Offer

Academy assessments	Academy Interventions	External agencies
Speech and Language BPVS Speech and Language link	Speech and Language Speech and Language Link	NHS Speech and language therapy (SALT)
Literacy assessments LUCID – dyslexia/phonics screener SSRT – reading ability assessment NGRT – termly reading assessment YARC – reading comprehension RAPID – dyslexia screener	Literacy RWI Fresh start phonics Sparx Reader Literacy Toolbox KS4 Tutor Reading	Educational Psychology Service (EPS) provides a specialised response to pupils whose progress in educational settings is presenting concerns to their parents/carers and to staff. They can carry out a vast array of assessment to unpick pupils' specific needs and support with targets and provision planning. Specialist Teacher Service (STS) They are a team of teachers with different specialisms. They can support with: learning assessments, support for learning needs such as spelling, writing and reading, Dyslexia assessments and issues such as anger, anxiety, resilience or emotional regulation.
Numeracy assessments SENT – numeracy assessment	Numeracy SUM DOG Sparx Maths	
Other cognitive assessments CAT4 – cognitive assessment LASS – cognitive assessment Recall – executive function, working memory and processing	Other cognitive interventions Memory Fix (7-8 weeks) Lego therapy (6 weeks)	
SEMH assessments Boxall PASS	SEMH ELSA (Emotional Literacy Support Assistant) Zones of Regulation	SEMH services (CAMHS) services who support pupils with mental health Autism support Team – experienced teachers who specialise in supporting pupils with autism, or who present with social communication difficulties. The Neuro developmental team who assess for ASD and ADHD.
Sensory/motor assessments Sensory Processing Measure	Physical/sensory interventions Sensory circuits Write from the Start	NHS services NHS – Occupational Therapy (OT) pupils with fine or gross motor concerns, sensory needs, executive functioning difficulties NHS Audiology pupils with hearing needs Community paediatrician Support pupils who present with areas of developmental delay and can coordinate support from other relevant professionals and arrange medical tests. NHS Physiotherapy Support pupils with physical needs

4. Supporting pupils moving between phases and preparing for adulthood

We are very aware that moving to a new class or academy can be a time of worry and anxiety for pupils and their families. Information about your child's SEND will be shared with their new subject teachers in their learning support plans. Based on individual needs, additional transitional arrangements may also take place and you can discuss these with the SENDCO if appropriate.

Pupils coming to The Hathaway Academy will have a 1-week transition. Here they will experience what academy life is like at Hathaway with taster lessons. Pupils will be fully supported with members of the SEND team to help them for that week. Assessments are completed to ensure the academy is aware of pupils' capabilities and to look at any support or interventions that are needed to be in place in September. The SENDCO will liaise with feeder primary schools and complete visits with the Interventions Manager to ensure that all information on individual pupils is discussed and we can help prepare for a smooth transition.

During Key stage 4 SEND pupils will get an opportunity to have careers interviews and support to help complete college applications for Key stage 5. The SEND department will ensure that all SEND pupils complete a college application and liaise with colleges to discuss individual pupil needs if appropriate.

5. Adaptations to the curriculum and learning environment

All our teaching staff have accessed training in making tweaks and adaptations to their teaching, to recognise strengths and meet needs across the 4 broad areas of need, which our Judith Carter Model breaks down into the 7Cs areas such as:

- Adapting our curriculum to ensure all pupils are able to access it, for example by grouping, 1:1 work, adapting the teaching style or content of the lesson.
- Adapting our resources and staffing and deploying LSAs to support.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, and attention aids
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, and reading instructions aloud.

6. Expertise and training of staff

All staff attend training on various SEND areas throughout the year. We attend staff training to share knowledge, strategies and experiences and to ensure consistency of the academy's approach for pupils with SEND.

Teachers and support staff attend training run by outside agencies that are relevant to the needs of the pupils they are working with.

The SENDCO works very closely with specialists, who provide advice and direct support regularly. In the past two years, staff have accessed a range of training courses including:

SEND ECT Training sessions SEND Updates Reading Interventions and Reading Tests Building Pupil independence IQ Enquiries Weekly SEN Snippets Code of Practice RWI Phonics – SEN Department Reading strategies Judith Carter 7Cs Speech and Language Needs Adaptive Teaching Practices Safeguarding Emotional Coaching Behaviour for Learning Attendance Adaptive Practice Pedagogical Principles
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7. Disabled Access and Provision

We adhere to the requirements, as per the Equality Act 2010 to make reasonable adjustments for any pupil who has specific long- or short-term health needs or a disability. This might include exploring the scope for and following recommendations about physical adaptations to the academy or curriculum, providing access for pupils with disabilities.

Curriculum accessibility is closely monitored and assessed by the class teachers, under the direction of the SENDCO, subject leaders and the Academy Leadership team.

For further information please see our Accessibility Plan.

8. Securing equipment and facilities

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- Additional adult support
- Additional training for our staff
- External specialist expertise

We will consult with specialist agencies and services who loan or supply specialist equipment and get recommendations about how best to support your child to access their learning. We will use our notional budget and a threshold sum of £6000 to cover any necessary costs before seeking additional assistance from the Local Authority.

9. Involving parents and carers

If you think your child might have SEND or that they are struggling in a specific subject area, the first person you should tell is your child's class teacher who will investigate or pass on any concerns to

our SENDCO as appropriate. Our staff will follow the Assess, Plan, Do, Review procedure detailed above.

If your child has a learning plan, we will provide termly reports on your child's progress. At these review points, we will:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Offer you the opportunity to discuss your views and the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO may also attend these meetings, to provide extra support.

10. Exam Access arrangements

Pupils who have been diagnosed as having a learning difficulty may be eligible for extra time and / or other "access arrangements" to complete internal examinations and public examinations.

Parents/carers are asked to liaise with the SENDCO in good time, with respect to this.

11. Access to extra-curricular and enrichment activities

All our extra-curricular activities and academy visits are available to all our pupils.

All pupils are encouraged to go on our academy trips, including residential trips. If appropriate, our staff will contact you to discuss any reasonable adjustments which need to be made to enable your child to participate.

All pupils are encouraged to take part in sports day, performances and special workshops.

No pupil is ever excluded from taking part in these activities because of their SEND or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included

12. Support for Looked after Children and Previously Looked after Children with SEND

Our designated teacher will work with our SENDCO to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHCPs are consistent and complement one another.

13. Complaints about SEND provision

If you have any complaints about this information report or SEND in general, please contact our SENDCO.

A copy of the full complaints procedure is available on the academy website.

14. Contact details of support services for parents of pupils with SEND

SENDIASS– This is an independent service that is not affiliated to the Local Authority or any academies. This service can share information and will explain parental rights regarding SEN and disabilities. They also hold a range of coffee mornings and information and support sessions.
<https://www.patt.org.uk/>

Other local support services for parent/carers of pupils with SEND.

Thurrock Mind - <https://thurrockandbrentwoodmind.org.uk/>
Thurrock Sensory Group -
<https://www.askthurrock.org.uk/kb5/thurrock/fis/service.page?id=0Y5MMFo1j1M>
Thurrock Young Carers - <https://www.thurrock.gov.uk/support-for-carers/young-carers>
Thurrock Family Forum - [Thurrock SEND Family forum](#)

15. The local Authority Offer

The Local Authority has a Local Offer website and information about services that may be available to you. <https://www.askthurrock.org.uk/kb5/thurrock/fis/localoffer.page>

16. Monitoring arrangements

This information report will be reviewed by the SENDCO every year. It will also be updated if any changes to the information are made during the year. This report will be approved by the governing board.