SEND Information Report 2026-2027

Our Values:

'The Hessle Academy aspires to deliver high quality learning for all, empowering learners to strive for success and value achievement when they recognise it in others.'

The Hessle Academy will engage all young people in the best education and learning experience. We will enable them to attain the best qualifications they can, whilst encouraging them to develop their life choices, in order for them to lead fulfilling lives and share these values to create a cohesive community.

Identification and assessment of Special Educational Needs and Disability (SEND):

A variety of strategies are used, as appropriate, to identify learners with SEND across the Hessle Academy. Information from parents and other agencies, including a previous setting or school, is used to identify SEND in the first instance.

Once on roll, all learners' progress and attainment is closely monitored, with any concerns being passed to the Learning Support Department for further consideration as and when necessary. In addition to this whole school monitoring, cause for concern from any member of staff, teaching or non-teaching, will be investigated.

In addition to this, upon entry into Year 7, all students are screened for literacy difficulties.

From any such initial concerns, a wide range of assessment tools may be used to identify any SEND. Identified needs will be placed into the following areas:

- Cognition and Learning – any additional needs relating to the way in which a learner processes information e.g. literacy/numeracy difficulties
- Communication and Interaction – any additional needs relating to the way in which a learner communicates with others, both verbally and non-verbally. This may include learners with syndromes linked to Autistic Spectrum Conditions.
- Social, Emotional and Mental Health – any additional needs relating to a learner's emotional well-being. This may also include learners who have difficulties in managing their own behaviours due to syndromes such as Attention Deficit Hyperactivity Disorder (ADHD)
- Physical and Sensory - any additional needs relating to a learners physical/sensory difficulties, such as physical disabilities, hearing/visual impairment.

Parents will be contacted by a member of the Learning Support Department once a concern has been raised and will be invited to be a central part of the process by which the needs of the learner are met.

Provision for supporting those with identified SEND:

Once a learner has been identified as being in need of additional support, parents will be contacted and a Learning Support profile will be put in place. This records the area of need and sets relevant, outcome focused targets for the learner, agreed by teachers, the SENDCo,

parents and the learner. This document lists the personalised provision that will enable the learner to achieve their targets.
An electronic version of this is held securely on our internal database to allow all school staff members to access the information.

The provision in place is monitored by the SENDCo to ensure it is effective. Progress made, learner views, parent views and staff views are all taken into consideration when evaluating the effectiveness of provision.

In addition to provisions in place in school, we work closely with a number of external agencies, to include:

- Educational Psychology
- Integrated Sensory Support Service
- The Hearing/Visual Impaired Service
- Speech and Language therapists
- Children and Adult mental Health Service (CAMHs)

For most learners with additional needs, they will be supported appropriately within the classroom environment by the class teacher to ensure they are fully included in all aspects of school life. The Learning Support Profile will detail strategies to be implemented in the classroom in order to meet the needs of all.

In addition to this, some students may also be offered other methods of support, which may include:

- Small, individualised group work for help with literacy/numeracy difficulties
- 1:1 sessions with our ELSA trained staff
- Personalised learning programmes/timetables
- Physical Intervention sessions/exercise programmes
- Social Interaction group work

Support for transition between phases of education and life:

At the Hessle Academy, we have a comprehensive system for the transition of all learners, including those with SEND. For learners transferring from the primary phase to secondary, three transition meetings are held each year. Visits to the secondary setting are arranged for all Year 6 learners, with those with SEND having the option of extra transition visits, tailored to meet their individual needs.

When moving onto Further Education, we are supported by the Youth Support service. They will conduct interviews and liaise where necessary with college providers.

Any transition to or from another would involve much communication between the SENDCos of each setting and additional pre-start meetings between parents and school to ensure a smooth transition and that all needs were both identified and met.

Site Accessibility/Adaptations:

The whole school site is fully accessible, a plan of which is available on request.

Professional Development:

All staff receive annual training on the SEND Code of Practice, Learning Support profiles and additional needs. Learning Assistants have all received additional training relevant to their role, including Lifting and Handling and delivery of literacy intervention programmes.

To meet the needs of individual learners, external agencies are invited into school to deliver training to staff on, for example, supporting hearing impaired learner, those with Autistic Spectrum Condition and Speech and Language training.

We also have Learning Assistants who specialise in specific areas. We have an Autism specialist, an Emotional Well-Being specialist, a Literacy specialist and a Physical Intervention specialist, all of whom have received additional training specific to their role.

Who to contact for further information:

If you would like any further information regarding Special Educational Needs and Disabilities, please contact:

Mr Brown - Special Needs and Disabilities Co-Ordinator (SENDCo)

Mrs Bourne - Assistant SENDCo (Secondary Phase)

Miss Loveridge - Interim Special Needs and Disabilities Co-Ordinator (Primary Phase)

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