SEND Report and information for parents/carers

Tuxford Academy

September 2025

Every child brings a unique pattern of strengths and areas of need to our community and the school aims to fulfil the potential of all students. The information here relates to those students who have difficulties that affect their learning and are recognised as needing specific types of support. We have tried to explain how Tuxford Academy works to support young people with a range of additional needs.

Tuxford Academy is a fully inclusive mainstream Academy; all students are valued equally, regardless of where their abilities lie. All students are entitled to have access to a broad, balanced and relevant curriculum, which is differentiated to meet individual needs. Within its aims, Tuxford Academy is committed to equal opportunities. Students are encouraged to achieve their full potential, whatever their academic or physical ability, through the provision of a balanced and challenging curriculum in both content and styles of learning.

A student is identified as having a Special Educational Need when his or her learning needs requires additional special educational provision to enable academic, social and emotional progress. At Tuxford Academy we will provide support for any young person who has:-

- Cognition and Learning needs
  - Cognitive development, attainment / progress is at a lower level and majority of peers.
  - Communication and participation, language and communication difficulties.
  - Curriculum access/Student participation, concentration and retention difficulties.
  - Social Development, difficulties in making and maintaining friendships and relationships.
  - Motor Skills, some delay in fine and gross motor skills.
  - Self Help Skills, may need support to develop independence in organisational skills and personal care needs.
- Communication and Interaction needs
  - Language and communication difficulties.
  - Social interactions.
  - Curriculum access/student participation, difficulties following instructions and accepting adult direction.
  - Unusual response to sensory stimuli.
  - Flexibility of though, some support is needed to manage change in every day school situations.
  - Uneven developmental profile.
- Social, Emotional and Mental Health Needs
  - Difficulty in understanding and participating in classroom activities resulting in limited progress.
  - Social emotional needs displaying in anxiety.
  - Disruption in emotional health and wellbeing impacting on learning.
  - Unpredictable responses to learning tasks resulting in being uncooperative and/or emotional withdrawal.
  - Some behaviour which may be injurious or endanger self/others. Difficulties making and maintaining friendships.
  - Increasingly disruptive despite appropriate classroom strategies.

 Sensory, Medical and/or Physical needs

- Where progress requires some additional support
- Has mobility needs or personal and intimate care plans
- Has a health care plan
- Has difficulty forming and maintaining friendships
- Communication and language difficulties requiring specialist support

To support any of the above learning needs there are a range of support strategies that are available within Tuxford Academy.

All students have access to

- Quality teaching first
- Differentiation within the classroom
- Dyslexia friendly classroom teaching
- ASD friendly classroom
- ADHD friendly classroom
- Attachment friendly classroom
- Visual Timetable
- Simple adaptation of communication
- Reasonable environmental adaptations
- Booster groups
- Progress tracking and monitoring
- Mindfulness
- Staff with a specialism in Mental Health

Further support for some students may include

- Writing access materials In class informal support
- Group tracking and extended booster group
- Dyslexia screener
- Parental meetings to discuss concerns
- Progress tracking and monitoring

Targeted individual support may include all of the above strategies plus

- Individualised differentiation (over and above usual teacher differentiation)
- Outcome-focussed directed use of Teaching Assistant time
- Regular planned meetings as part of the provision assessment review
- Extended use of groups or interventions with progress behind those at same age

- Targeted group and outcome focussed Wave 3 intervention
- Bespoke group arrangement to facilitate support
- Regular, sustained access to a range of booster groups
- Bespoke alternative provision for Social, Emotional and Mental Health
- Youngsters having additional literacy and numeracy regularly and matched with progress concerns/levels of attainment
- Targeted lunchtime clubs Targeted After school clubs
- 1-1 Key workers
- Withdrawal from classes for supported work
- Mentoring to support achievement
- Well Being student support
- 1-1 after school teaching
- Agency intervention
- Tracking for Assess Plan Do Review
- Extended supervision at break times, before and after school Counselling
- ARNA off site provision
- Additional transition support including Summer School
- Medical agency support
- Wellbeing support incorporating Mental Health Wellbeing
- Support from the Educational Psychology service or Schools and Family Support Service

How do we identify children with Special Educational Needs?

The identification of SEND should be built into the overall approach to monitoring the progress and development of all students. The Academy believes that each child and their parents have a right to be involved in making decisions and exercising choices. The Academy is committed to working in partnership with the child, parents, carers and outside agencies to identify needs, provide support for them and monitor the progress of all students. The Academy uses the graduated approach and staff make ongoing assessments throughout the year, with achievement coordinators and SENDCO regularly tracking student progress. Feedback on student progress is via termly reports, parents' evenings and student review days. Parents can track behaviour, homework and attendance via our online system. Parents can contact either the tutor or the SENDCO at any time to discuss their child's progress

Parents / Carers said: They would like more time to talk to the SENDCO on an individual or group basis.

We did: Meet the SENDCO coffee mornings every term. Parents are invited to meet the SENDCO (Mr Thompson) to discuss any concerns regarding supporting their child at Tuxford Academy.

How do we work with parents and students?

Parents/carers are invited to review meetings, Parents' Evening and to contribute to their child's Profile. Information on support agencies, including Ask Us, the Parent Partnership Project, is available from the SENDCO.

Parents/carers can contact their tutor via email or by phoning or emailing the school office. Parents are kept up to date with their child's progress through parents' evenings, reviews meetings, student review days and reports three times a year. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs. The SENDCO may also signpost parents of students with SEN to the local authority Ask Us service where specific advice, guidance and support may be required. If an assessment or referral indicates that a student has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN Governor can also be contacted in relation to SEN matters.

Parents / Carers said: They would like to have the SENDCO at all the Academy open evenings and any time they are in school to discuss their child.

We did: The SENDCO or /and Deputy SENDCO will now be available at all open evenings or academic tutorials to discuss issues that Parents/carers may need help with. This includes transition evenings such as Yr7 meet the tutor evening.

Adapting the curriculum & interventions

All students in the academy are placed into appropriate classes according to their profile on entry. All teachers are expected to carry out adaptations *to* their teaching to match individual needs. Teaching Assistants provide additional support across all years to ensure students progress well.

Further strategies to ensure children can access the curriculum include:

- Keeping staff fully informed of the special educational needs of any students in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular CPD opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all students including those with SEND
- Using in-class provisions and TA support effectively to ensure that the curriculum is differentiated where necessary.
- Implementing Individual access arrangements for informal and external examinations
- Support for students with high levels on anxiety

Tuxford takes all reasonable steps to comply with and support the following -

Section 69 of the Children and Families Act 2014

o Paragraph 3 of schedule 10 to the Equality Act 2010 o Regulation 51 and schedule 1 to the Special Educational

Needs and Disability Regulations 2014 o

Special educational needs and disability code of practice: 0 to 25 years

Reviewing progress

Parents and students will engage with reviews linking to personal targets and EHCP plans for those who have them. Parents are invited to meetings via a call, teams or face to face. Students will have input regarding their educational needs; this will be shared with teachers via learning plans.

Staff training and development

Staff engage in frequent professional development around adapting their teaching to meet the needs of our SEND students. This is delivered by the SENDCO and external agencies.

How will pupils with SEND be included in wider school activities?

As an inclusive school, every effort is made through the work of the Pastoral Team to ensure that all pupils are encouraged and feel able to participate in all activities offered as enrichment opportunities outside of the classroom. Pupils are considered on an individual basis according to their needs and support is provided appropriately.

Emotional and social development

Non-teaching pastoral support workers support students throughout the school day alongside the safeguarding officer. Referral to the school counsellor and mental health support team can be made from there.

Bullying

Please see the behaviour policy for more information regarding the prevention of bullying

Support for Transition

Communication between primary and secondary starts from Year 5 and before in some cases. Most students will attend transition week in Year 6 as well as a longer supported transition in year for those with special educational needs. We as a secondary academy will attend any meetings at the Primary School prior to transition to ensure a smooth and supported transition period. The SENDCO or Deputy SENDCO will meet with identified parents prior to transition, to discuss the needs of their child.

Parents/Carers said: They would like to see extended transitions in all Key Stages for students with SEND.

We did: Any student with SEND could now begin transition the year prior to them moving up or on.

Working with the support of agencies

The SENDCO at the academy is fully qualified and has extensive experience in the role. The Academy works in partnership with the Educational Psychology service and the Support for Families and Schools Service. It also has a good professional working relationship with many outside agencies including Family Services, Health and Child and Adolescent Mental Health Service and many more.

How accessible is the school setting?

The site building regulations comply with all relevant accessibility requirements. The building provides wheelchair access, accessible toilets and lifts.

Who to contact if you have a complaint?

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made to speak to the SENDCO, Heads of Year or a member of the Senior Leadership Team who will be able to offer advice on formal procedures for complaint if necessary.

Evaluation

Our SEND provision is evaluated frequently through governance,
DAT inspections and Quality assurance from the leadership team.

For further information

Please visit our Local Offer on the Nottinghamshire County Council website nottinghamshire.sendlocaloffer.org.uk

The Special Educational Needs Co-Ordinator is:

SENDCO	Mr Scott Thompson	Sthompson@tuxford-ac.org.uk
Deputy SENDCO	Mrs Jordan Whittingham	Jwhittingham@tuxford-ac.org.uk
Trust Strategic Lead	Mrs Sally Truseler	STruseler@diverse-ac.org.uk

Responsible for:

- The development of the SEND policy and provision in the academy
- Day to day responsibility for the implementation of the SEND policy and co-ordination of specific provision to support individual pupils with SEND.
- Providing guidance to colleagues and to work closely with staff, parents, pupils and outside agencies to best support pupils with SEN or a disability.
- Maintaining an up-to-date and accurate SEN register and making sure that learning plans are up to date

This report also works in compliance with -
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

The SEND DAT policy can be found on our school web site
https://www.diverseacademies.org.uk/wp-content/uploads/sites/25/2018/08/Special-EducationalNeeds-and-Disabilities.pdf

The local offer can be found on the Nott's Help Yourself website below

https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/home.page

The Tuxford Academy local offer can be found on
https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/service.page?id=dF3FUaZGvuM&newdirectorychannel=0

Next Review

September 2026