

Ingoldmells Academy SEND Information Report – What Our School Offers?

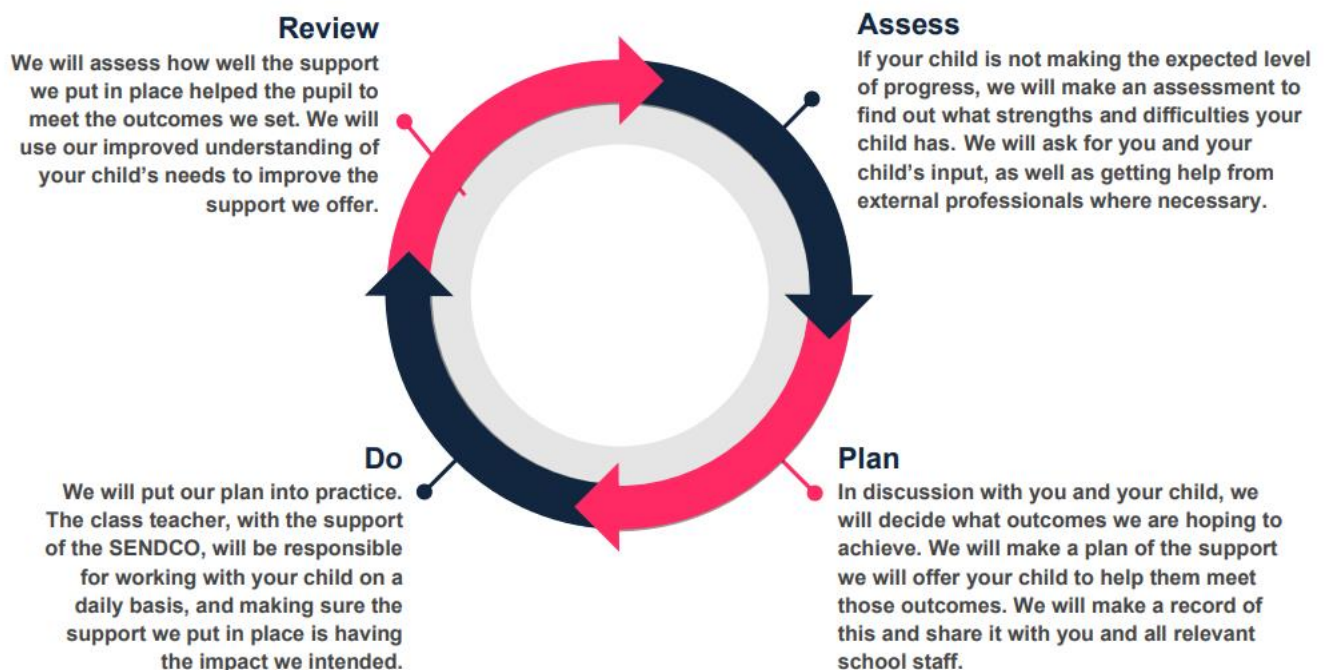
Our special educational needs co-ordinator, or SENDCO is Mrs. Jo Clark. Mrs Clark has ten years of experience as a SENDCO and fifteen years of experience as a teacher working with children with varied and complex needs. She achieved a merit in the National Award in Special Educational Needs Co-ordination in 2017.

Our Approach to SEND

We are an inclusive school committed to ensuring every child can thrive. We support pupils with a wide range of Special Educational Needs and Disabilities, including:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and Physical Needs

We follow the **graduated approach** (Assess → Plan → Do → Review) to identify needs early and adapt support as children grow and develop.



High-Quality Teaching for All

All pupils receive high-quality, adaptive teaching. For children with additional needs, we provide:

- Adapted learning tasks
- Visual supports and structured routines
- Small-group interventions

- Personalised learning plans
- Enhanced adult support where needed

Staff receive ongoing training in Autism, sensory regulation, trauma-informed practice and behaviour support from partner external agencies.

Targeted and Specialist Support

For children who need more personalised provision, we provide:

- Enhanced adult support
- Access to calm and sensory regulation spaces
- Individualised positive behaviour support plans
- Speech and language programmes
- Social communication and social skills groups

Support is reviewed regularly to ensure it remains effective and appropriate.

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher. You can discuss this at a parent's evening or by emailing the school office to arrange an appointment: admin@ingoldmellsacademy.org. They will pass the message on to our SENDCO, Jo Clark who may also be in touch to discuss your concerns.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will complete the appropriate SEND paperwork and your child will be added to the school's SEND register.

Working in Partnership With Families

We believe strong relationships with families are essential. We:

- Hold regular review meetings
- Share progress and next steps
- Listen to parent/carer views

- Co-produce support plans
- Offer guidance on supporting learning and wellbeing at home

Parents can contact the SENCO at any time for advice or updates.

Working With External Agencies

We collaborate with a wide range of professionals to support children with more complex needs, including:

- Educational Psychologists
- Working Together Team (Autism Outreach)
- Speech and Language Therapists
- Occupational Therapists
- Specialist Teachers
- CAMHS and mental health practitioners
- Health professionals such as paediatricians and physiotherapists

These agencies help us assess needs, plan provision and monitor progress.

Our Environment and Resources

To support a wide range of needs, we offer:

- Calm and sensory regulation spaces
- Visual timetables and communication aids
- Sensory resources and equipment
- Quiet breakout areas
- Adapted seating and learning tools
- Predictable routines and structured transitions

Our environment is designed to help children feel safe, regulated and ready to learn.

Monitoring Progress

We track progress carefully through:

- PLPs (pupil learning plans)
- Termly progress reviews
- Observations and assessments
- Pupil voice

- Parent feedback
- Multi-agency meetings

Provision is adjusted regularly to ensure it continues to meet each child's needs.

Bullying and SEND

We recognise that children with SEND can be more vulnerable to bullying. We:

- Provide enhanced supervision
- Teach social skills and emotional regulation
- Offer safe spaces and trusted adults
- Ensure accessible ways to report concerns
- Work closely with families to address issues quickly

We are committed to a **zero-tolerance approach** to bullying.

Transition Support

We support transitions:

- Into school
- Between year groups
- Into new settings or specialist provision

This may include:

- Extra visits
- Visual transition booklets
- Meetings with new staff
- Multi-agency planning

Our IGA Commitment

We are dedicated to removing barriers, nurturing wellbeing and ensuring every child - regardless of need - can access learning, feel valued and make progress. Our aim is to create a supportive, inclusive environment where all children can flourish.