



SEND Information Report and policy

North Kesteven Academy

2026-2027

Introduction Date:	Autumn 2026
To be reviewed:	Autumn 2027

1. Statement of Intent

Our SEND policy and information report aims to:

- Set out how our academy will support and make provision for students with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

North Kesteven Academy is a fully inclusive mainstream academy serving the area of North Hykeham in Lincoln. At North Kesteven Academy, all students are valued equally, regardless of where their abilities lie, the Academy is committed to developing 'Excellence for all'. All students are entitled to have a broad, balanced and relevant curriculum, which is differentiated to meet individual needs. Within its aims, North Kesteven Academy is committed to equal opportunities, with students being encouraged to achieve their full potential, whatever their academic or physical ability, through provision of a balanced and challenging curriculum in both content and styles of learning.

North Kesteven Academy believes that all students are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood.

This policy and Information Report outlines the framework the academy will use in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for students with SEND.

Through successful implementation of this policy, the academy aims to eliminate discrimination and promote equal opportunities.

The academy will work with the LA, in ensuring that the following principles underpin this policy:

- The involvement of students and their parents in decision-making.
- The early identification of students' needs and early intervention to support them.
- A focus on inclusive practice and removing barriers to learning.
- Collaboration between education, health and social care services to provide support.
- High-quality provision to meet the needs of students with SEND.
- Greater choice and control for students and their parents over their support.
- Successful preparation for adulthood, including independent living and employment.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. For the purposes of this policy, a student is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.

2. Legislation and guidance

This policy and information report has due regard to all other relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022
- The Special Educational Needs and Disability (Amendment) Regulations 2024

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting students at school with medical conditions'
- DfE (2023) 'Working Together to Safeguard Children 2023'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2024) 'Keeping children safe in education 2024'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled students'

This policy links to our policies on:

- Admissions Policy
- Equality Policy
- Data Protection Policy
- Supporting Students with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Careers Policy
- Behaviour Policy
- Complaints Procedures Policy
- Accessibility Policy

3. Definitions

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is ***additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.***

4. Roles and responsibilities

4.1 The SENDCo

The SENDCo is Mrs P Calder, who can be contacted on 01522 881010 or via email by using the following address: SEND.dept@nkacademy.co.uk
They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the academy
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the academy's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the academy keeps the records of all students with SEND up to date
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the academy and update the governing board on this

- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the academy
- Ensure the SENCO has or is completing either the National Award for Special Educational Needs Co-ordination or the National Professional Qualification for Special Educational Needs Co-ordinators.

4.3 The Headteacher
The headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the academy
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability
- Ensure the academy holds ambitious expectations for all students with SEND.
- Establish and sustain culture and practices that enable students with SEND to access the curriculum and learn effectively.
- Ensure the academy works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of students, providing support and adaptation where appropriate.
- Ensure the academy fulfils its statutory duties with regard to the SEND code of practice.
- Work with the governing board to ensure that there is a qualified teacher designated as SENCO for the academy.
- Ensure the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Ensure that procedures and policies for the day-to-day running of the academy do not directly or indirectly discriminate against students with SEND.

4.4 Class teachers
Each class teacher is responsible for:

- Planning and reviewing support for students with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the students themselves.
- Setting high expectations for every student and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every student achieving.
- Ensuring every student with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the students in their class.
- Being aware of the needs, outcomes sought, and support provided to any students with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable students with the support of the SENCO.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher.

5. SEND information report

5.1 The kinds of SEND that are provided for

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

- **Communication and interaction**, for example, Autistic Spectrum Disorder (ASD), Asperger's Syndrome, speech and language difficulties
- **Cognition and learning**, for example, Dyslexia, Dyspraxia,
- **Social, emotional and mental health difficulties**, for example, Attention Deficit Hyperactivity Disorder (ADHD),
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties, Epilepsy

5.2 Identifying students with SEND and assessing their needs

We will assess each student's current skills and levels of attainment on entry which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving students and parents

We will have an early discussion with the students and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents. We will formally notify parents when it is decided that a student will receive SEND support.

Students are encouraged to take part in Student Voice activities; regularly evaluate their work in lessons, attend review meetings; contribute to target setting and reviewing and reflect on their learning and achievements by helping write their own learner profiles.

5.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

In addition to regular assessment points in the academy year, parents' evenings are held once a year per year group when there is an opportunity to discuss progress, attainment and next steps. All students with an EHCP will have a Person Centred Annual Review. Students with SEND who are on the register will have 3 review meetings a year, one of which will be the year group Student Progress evening. All students on the SEND register will be allocated a keyworker from Inclusion support who will conduct the reviews and be a point of contact for that student and parent/carers.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

5.5 Supporting students moving between phases and preparing for adulthood

We liaise closely with primary schools and provide additional transition support before the students starts. This support continues after they have arrived with us in Year 7. We host enhanced transition events for students who require additional support and this allows the students to meet with staff and become familiar with their surroundings. This is in addition to the transition events we have in place for Year 6 students.

All students receive advice on careers and are encouraged to visit a wide range of post 16 courses both within the academy and other post 16 providers. If additional support is needed this will be put in place. All students who have an ECHP will have an early annual review (if required) before Christmas to ensure that transition arrangements can be put in place.

5.6 Our approach to teaching students with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class. All staff have high expectations for all students, including those with SEND. All teachers will be told about the student's individual needs. This will be in the form of a student passport/profile. Teachers will adapt their lessons to meet their learning needs. Teachers have experience and/or training in doing this. This may involve using different strategies, more practical/adaptation of resources and activities. This means students can access the lesson fully.

High quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.

When a student is approaching the start of Key Stage 4, if we think it is needed and there is evidence to support the need, we will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications.

We will also provide the following interventions although this is not an exhaustive list and may change from time to time:

- I.D.L
- Precision teaching
- ELSA
- Small group teaching where needed
- Read Write Inc
- Meet and greets
- Supported lunchtime groups
- Use of Assistive technology
- SEMH interventions

5.7 Adaptations to the curriculum and learning environment
Our Academy is a safe and accessible building and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and are adhered to by all staff.

We have a wide range of different facilities to help students with SEND throughout the Academy campus including, an adapted science laboratory, disabled toilets; power assisted automatic doors; ramps.

Most of our students follow a traditional curriculum, however a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities. This may include option choices; additional literacy and numeracy, and alternative provision.

We make the following adaptations to ensure all students' needs are met:

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

5.8 Additional support for learning
We have a number of teaching assistants who are trained to deliver interventions such as Read Write Inc, Handwriting rescue, ELSA, and Solution focused coaching.

Learning Support Assistants will support students on a 1:1 basis when this is identified in an EHCP or there is a short term need due to a physical disability.

Learning Support Assistants often will work with a number of students in an identified group with the classroom teacher in order to support the learning.

Our academy Inclusion and Intervention space is called the Bridge. Students will access the Bridge in order to remove barriers to learning and support their emotional well-being. Interventions will be implemented in order to allow them to see success in a classroom setting.

In addition to this an Alternative Provision teaching space is available to those who require additional small group support. The Alternative Provision is a bespoke curriculum space and where academic study is carried out.

Two forms of intervention are offered in the Bridge:

Planned:

- Daily meet and greet on arrival
- SEMH intervention
- Work with behaviour consultants Need Bright Solutions?
- As part of a reduced timetable
- Small group intervention
- Successful induction of students, as appropriate
- Support of EAL students
- Sensory circuits

Reactive: a triage system is run in the Bridge for students who may arrive in crisis or in need of immediate support or time out with staff support to regulate their emotions and behaviour

- In response to 5-point scale (high numbers)
- Supporting students to self-regulate

Learning Support assistants and Pastoral Support Assistants will support students in small groups when delivering interventions or directed to withdraw a small group by the class teacher to focus on a particular task or project.
We work with the following agencies to provide support for students with SEND (again this is not an exhaustive list):

- Working Together Team
- Health services – occupational therapy, physiotherapy, school nursing specialist nursing, Child and Adolescent Mental Health Services (CAMHS), Healthy Minds
- Educational Psychologists
- Dyslexia Outreach Team
- Speech and Language Specialists
- Need Bright Solutions
- Behaviour specialists such as the Behaviour Outreach Support Service (BOSS)
- Special Education Support Service (SESS)
- Hearing Impaired Team
- Social Care – including social workers, targeted youth and all other family support services within social care;

We also work closely with the following alternative provision providers who offer support and advice where appropriate:

Pilgrim School
LCC commissioned providers

EAL

The academy is aware that there may be students at the academy for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same time, when students with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The academy will consider the student within the context of their home, culture and community and look carefully at all aspects of a student's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

5.9 Expertise and training of staff

Our SENCO has 10 years' experience in this role and holds the NASENCo (National Award for SENCo) and CPT3A (Certificate of Competence in Educational Testing and Access Arrangements) They are allocated 8 hours a week to manage SEND provision.

We have an Inclusion Support Team made up of the SENDCo, Deputy SENDCo, and a number of Learning Support Assistants and Pastoral Support Assistants .Within this team we have a range of experience and training including supporting students with ASD and ADHD; supporting students with Attachment Issues; supporting students with Social, Emotional and Mental Health (SEMH) and behaviour support as well as staff being trained to help students with literacy difficulties and to carry out targeted interventions.

Training is provided to all staff, including teachers, and support staff as the need arises and there is ongoing training for all staff as well as opportunities to further develop skills. Staff new to the academy follow an induction programme which includes training and information on SEND.

5.10 Securing equipment and facilities

These services are contacted when necessary and appropriate, according to the student's needs. If a student needs specialist equipment or facilities this is discussed with the SENDCo. Usually we are able to get support with most requirements from one of our external partners and we explore which equipment and facilities would be most suitable and follow their advice. This is normally discussed at a review meeting with the parent and the child.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions after 6-10 weeks
- Using student questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans

5.12 Enabling students with SEND to engage in activities available to those in the academy who do not have SEND

We have a range of lunch time and after school clubs at North Kesteven Academy. They are open to all students, including those with SEND. Details of the clubs can be provided by the Academy as these do change with the terms and House competitions regularly.

Additionally, we do run a number of activities to support students with SEND including Lunch time Social Club. We also do run revision sessions and work catch up sessions when required. SEND clubs are by invitation only and parents/carers and students will be contacted if an invite has been given.

All students in the Academy are strongly encouraged to take part in extracurricular activities to support their House. This can be before school, break or lunch time or after school. Day and residential trips are open to all students in the Academy, no student is excluded from taking part in these activities because of SEND or disability.

5.13 Support for improving emotional and social development

At North Kesteven Academy we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of student support and guidance. One way we support our students is by assigning them to a House and a form tutor who will (in most cases) remains with them as they progress through the academy. This allows students to build a strong relationship with their form tutor. Students also have a Head of Year and specific member of the pastoral team for their year group.

Inclusion Support are available to all students in their year group including those with SEND. These staff also run the SEND extracurricular activities. The tutor and Inclusion support are the first port of call for any issues such as peer conflict or bullying. They act quickly and follow the Academy's anti bullying policy if this is required.

Students with SEND who find that they are having a number of pastoral issues are often invited to join the Bridge at lunch times to be able to discuss any issues with the staff. This allows the students to have their voice heard and issues to be reported and dealt with in a discreet manner if necessary.

There are additional members of staff who are able to help with pastoral support. These include, Learning Support Assistants, Heads of Year and 2 Designated Safeguarding Leads. We have an excellent relationship with a number of external agencies, for example CAMHS, Healthy Minds, We are with You, Grief and Loss.

5.14 Working with other agencies

There are a number of organisations and agencies through whom we can access support for students and their family. We work with some or all of the agencies listed and will always work with any external agencies who would be able support the Academy and the child:

- Working Together Team
- Health services – occupational therapy, physiotherapy, school nursing specialist nursing, CAMHS, Healthy Minds
- Educational Psychologists
- Dyslexia outreach team
- Speech and Language Specialists
- Need Bright Solutions?
- BOSS
- SESS
- Hearing Impaired Team
- Social Care – including social workers, targeted youth and all other family support services within social care
- We also work closely with local special schools who offer support and advice where appropriate

If a number of agencies are needed to support a family, often we will carry out an Early Help Assessment, possibly leading to a Team around A Child (TAC).

5.15 Complaints about SEND provision
In the first instance contact the subject teacher or your child's tutor who may refer your concerns to a more senior member of staff or member of Inclusion Support staff if needed. Alternatively, please contact the Head of Year for your child. The Academy's complaints procedure is on the academy website.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our academy has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of students with SEND

There are a number of organisations and agencies that can support parents of students with SEND. A good source of information is the Local Authority local offer web site:
https://www.lincolnshire.gov.uk/send-local-offer

LIASE SENDD Independent Advice and Support in Lincolnshire:
https://www.lincolnshire.gov.uk/send-local-offer/liaise

Support for parents and carers :
http://www.lincspcf.org.uk/
https://www.paactsupport.com/
https://adhdlincs.org/

5.17 Contact details for raising concerns

In the first instance contact the subject teacher or your child's tutor who may refer your concerns to a more senior member of staff or a SEND member of staff if needed. You can also contact the Head of Year for your child.

Alternatively contact the SEND team via email: SEND.dept@nkacademy.co.uk or telephone 01522 881010.

5.18 The local authority local offer
Our contribution to the local offer is:
http://search3.openobjects.com/kb5/lincs/fsd/service.page?id=KCKrQ6hBQJA&familychannel=2_7_–

Our local authority's local offer is published here:
https://www.lincolnshire.gov.uk/send-local-offer

6. Monitoring arrangements
This policy and information report will be reviewed **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.