Special educational needs (SEN) information report

Djanogly City Academy

Approved by: Andy Smith and Governing body

Last reviewed: October 2025

Next review due by: October 2026

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school and outline our SEND offer.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website Djanogly City Academy - Policies

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

Our SEN policy and information report aims to:

• Set out how our school will support and make provision for scholars with special educational needs (SEN).

• Explain the roles and responsibilities of everyone involved in providing for scholars with SEN.

This policy and information report is based on the statutory SEND_Code_of_Practice_January_2015.pdf (publishing.service.gov.uk) and the following legislation:

• Children and Families Act 2014 (legislation.gov.uk), which sets out schools' responsibilities for scholars with SEN and disabilities.

• The Special Educational Needs and Disability Regulations 2014 (legislation.gov.uk), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

The special educational needs co-ordinator (SENCO) is available to offer support and guidance and make sure outside agencies work well with you to provide a full service to meet your child's needs.

A pupil has SEN 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.

1. What types of SEN does the school provide for?

Our school provides for scholars with the variety of needs which may include:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia Moderate learning difficulties Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD) Attention deficit disorder (ADD) Anxiety and mental health needs
Sensory and/or physical	Hearing impairments Visual impairment Multi-sensory impairment Medical conditions

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Anna Nesbitt (Jim Dunning – SENCO Maternity Cover)

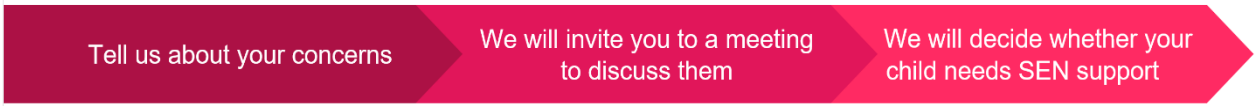
Our Assistant SENCO is Ellie Williams

External agencies and experts

Sometimes we need extra help to offer our scholars the support that they need. Whenever necessary we will work with external support services to meet the needs of our scholars with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- Child and adolescent mental health services (CAMHS)
- Social services and other LA-provided support services

3. What should I do if I think my child has SEN?



If you think your child might have SEN, the first person you should tell is your child's values tutor or teacher.

They will then put reasonable adjustments in place to support your child and will pass the information on to the SENCO.

You can also contact the SENCO directly.

A.Nesbitt@djanogly.notts.sch.uk

j.dunning@djanogly.notts.sch.uk
(SENCO Maternity Cover)

Someone from the SEN team 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 agree on the provision needed for your child and agree on next steps.

If we decide that your child needs SEN support, their area of need will be identified and they will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our staff have an understanding of SEN and are on the lookout for any scholars who are not making the expected level of progress. If the teacher notices that a scholar is falling behind, they try to find out if the scholar has any gaps in their learning and will then try to support these.

If the scholar is still struggling to make the expected progress, the teacher will refer to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

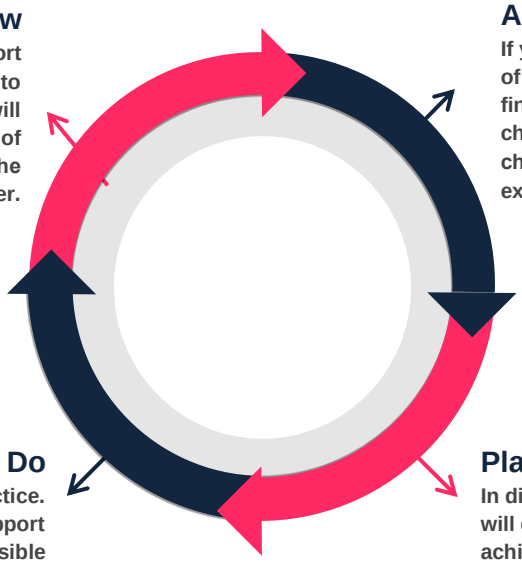
Based on all of this information, the SENCO will decide whether your child needs SEN support.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with staff to support them at school.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Review

We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.

Do

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

If we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

6. How will I be involved in decisions made about my child's education?

We will provide reports on your child's progress.

We hold SEN progress evenings 3x per year.

A member of the SEN team will meet you to:

Discuss 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 SENCO may also attend these meetings to provide extra support.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact your child's values teacher or achievement lead.

7. How will my child be involved in decisions made about their education?

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting

8. How will the school adapt its teaching for my child?

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

Please look at the accessibility plan on the academy website

These adaptations may include:

- Adapting our curriculum to make sure all scholars are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured paper, visual timetables, larger font, etc.
- Teaching assistants may support some scholars on a 1-to-1 basis
- Teaching assistants may support scholars in small groups

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions
- Monitoring by the SENCO
- Holding an annual review (if they have an education, health and care (EHC) plan)
- Three SEN parents evenings per year

10. How will the school resources be secured for my child?

It may be that your child's needs mean we will apply for additional funding. This may be needed for:

- Additional equipment or resources
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

11. How will the school make sure my child is included in activities alongside scholars who don't have SEND?

We make sure that there are no barriers to our scholars with SEND enjoying the same activities as other scholars in our school, including physical activities.

All of our extra-curricular activities and school visits are available to all our scholars, including our before and after-school clubs.

All scholars are encouraged to go on our school trips, including our residential trips.

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

12. How does the school support scholars with disabilities?

- Please refer to the school Accessibility plan on the website.
- It is used to look at how we:
    - Increase the extent to which disabled scholars can participate in the curriculum
    - Improve the physical environment to enable disabled scholars to take better advantage of the education, benefits, facilities and services you provide
    - Improve the availability of accessible information to disabled scholars

13. How will the school support my child's mental wellbeing and emotional and social development?

We provide support for scholars to progress in their emotional and social development in the following ways:

- Scholars with SEN are also encouraged to be part of enrichment clubs to promote teamwork/building friendships
- We provide extra support for listening to the views of scholars with SEN through our wellbeing Hub
- We have a range of well-being ambassadors to support your child
- We have a 'zero tolerance' approach to bullying.

14. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help scholars with SEND be prepared for a new school year we:

- Transition information is shared as they are preparing for transition.
- Additional transition visits between sites where appropriate
- Use of the LA transition team where appropriate

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

the parents of incoming scholars to discuss how we can best welcome their child into our community.

Onto adulthood

We provide all our scholars with appropriate advice on paths into work or further education.

We work with the scholar to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

15. What support is in place for looked-after and previously looked-after children with SEN?

The Designated teacher will work with our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after scholar's circumstances and their SEN 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 scholars will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

16. What should I do if I have a complaint about my child's SEN support?

Please look at the school's complaint procedure.
Djanogly City Academy Complaints Procedure April 2021.pdf

If you are not satisfied with the school's response, you can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

17. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Nottingham City Council's offer on their website: Special Education Needs & Disabilities Local Offer | Ask Lion - Nottingham City Directory

National charities that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

18. Glossary

- **Access arrangements** – special arrangements to allow scholars with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for scholars with SEN in the local area
- **Outcome** – target for improvement for scholars with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports scholars with SEN
- **SEN support** – special educational provision which meets the needs of scholars with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stage