Proud to be part of
KEYS ACADEMIES TRUST

JACK HUNT ACADEMY

POLICY – SEND Information Report

VERSION - 2

YEAR – 2026

Reviewed by - SLT
Approved by - Headteacher
Date of Next Review – October 2027

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1. Policy Statement

1.1. At the heart of our mission is the belief that every individual has untapped potential waiting to be unlocked. By fostering an environment that challenges and supports growth, we want to create pathways for social mobility. By providing the right tools, guidance, and opportunities, we enable each person to overcome barriers and reach their fullest potential.

1.2. We want our academies to not only places of learning but vibrant communities where every person feels they truly belong. Within this students, teachers, and support staff alike should feel they are developing and succeeding. This success should be an achievable reality for all, irrespective of background or circumstance. It may be quite different for each of us, but the key is the feeling of pride in doing well and enjoyment of the journey.

1.3. We are committed to building inclusive environments where the uniqueness of every individual is celebrated, and where collective growth is the norm.

2. Change Summary

2.1. Information report updated as per annual review cycle.

3. Introduction

3.1. All Keys Academies Trust ("the Trust") academies are committed to ensuring good or better outcomes and experiences for children and young people with SEN and disabilities.

3.2. At Jack Hunt Academy, we are here to help parents and carers understand how they can support their child if they have a special educational need and /or a disability. Staff are passionate about ensuring that the learning environment is inclusive and meets the needs of all our pupils.

3.3. Careful consideration is given to the curriculum to maintain high aspirations and expectations for all learners whilst ensuring that the right support and scaffolding is in place so that success is achieved by all.

3.4. Staff at Jack Hunt Academy focus on preparing pupils for new learning and do so through a range of strategies including formative assessment, pre-teaching and using our knowledge of each child when planning interventions to give opportunities for overlearning. Targeted interventions are chosen carefully to maximise impact on pupil progress.

3.5. Positive partnerships with external agencies are used effectively to ensure that the graduated response is followed consistently for all pupils and advice given from professionals is acted upon.

3.6. The academy aims for an inclusive learning environment, with a strong, experienced leadership team who provide staff with regular CPD opportunities so that they can ensure that the curriculum on offer is appropriate and responsive to the needs of all learners.

3.7. Staff are approachable and care for the children and the community that we serve. Families are at the heart of SEND provision and the voice of each parent is highly valued and sought regularly throughout the year as we value them as partners in their child's learning.

4. Key Academy Staff

4.1. The first point of contact for any concern should be your child's class teacher / form tutor.

4.2. All staff listed below can be contacted via the academy office:

NAME	ROLE
Rachel Hunt	Assistant Headteacher/SENDCo & PD Hub Manager
Kym Ferguson	Assistant SENDCo/PD Hub Lead
Jon Hebblethwaite	Headteacher
Rob Stark	Deputy Headteacher
Kerry Cliffe	Assistant Headteacher/Safeguarding Lead

5. What kinds of SEND are provided for?

TYPE OF NEED	EXAMPLES
Communication and Interaction	Speech, language, and communication difficulties. Autism Spectrum Condition (ASC). Low levels of receptive language. Difficulty in understanding and processing language.

	Individual communication systems, for example PECs.
Cognition and Learning	A specific learning difficulty, for example dyslexia or dyspraxia. Mild but persistent difficulties in aspects of literacy, numeracy, or motor coordination. Moderate learning difficulties. Low levels of working memory. Difficulty processing information, making decisions and problem solving.
Social, Emotional, Mental Health (SEMH)	ADHD. Low levels of self-esteem which may lead to behaviour that challenges. Anxiety and depression. Behavioural difficulties. M from CAMH.
Sensory and / or physical needs	Visual or hearing impairments. Physical disabilities. Epilepsy.

6. How are SEND needs identified and assessed?

6.1. Careful baselines are carried out annually. The information from this baseline is considered alongside evidence from previous settings, key stages, and years. Class teachers regularly assess students in a wide variety of ways, and are best placed to identify those whose progress:

a) Is significantly lower than that of their peers starting from a similar baseline.

b) Fails to match or better the individual's previous rates of progress.

c) Fails to close the attainment gap with peers despite intervention.

d) Widens the attainment gap.

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

6.3. Slower progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, the academy will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents / carers. Academy staff will use this to determine the support that is needed and whether it can be provided by adapting our core offer, or whether something different or additional is needed.

6.4. At Jack Hunt Academy, children are identified as having Special Educational Needs through:

a) Liaison with the previous setting.

b) Transition support including key staff visiting in previous school.

c) Concerns raised by parents/carers.

d) Concerns raised by staff.

e) Liaison with external agencies.

f) Health diagnosis through a paediatrician.

g) Their academic performance.

h) Clinical Psychologist diagnosis.

i) Educational Psychologist diagnostic assessment.

j) Speech and Language assessment.

k) In school assessment, for example - Support for Learning.

l) Screening.

m) Accessing Peterborough Hubs for support and guidance.

n) Through the Assess, Plan, Do, Review cycle.

o) Pastoral concerns.

p) Data analysis by the academy Raising Standards Lead and wider SLT.

7. How are pupils / students and parents / carers consulted and involved?

7.1. Parent / carer partnership is encouraged through regular consultations, annual reports, SEND reviews and informal discussions.

7.2. The children and parents / carers are at the heart of decision making, ensuring high quality individual education at the academy is carefully planned around the specific needs of the child. As far as possible, the academy will accommodate parental availability when planning meetings.

7.3. Phone and email contact are maintained which ensures that difficulties and anxieties can be resolved swiftly. As soon as there is a concern about a child's needs, an early discussion with the pupil and their parents / carers will be held to identify whether they need special educational provision.

7.4. These conversations will make sure that:

a) Everyone develops a good understanding of the pupil's areas of strength and difficulty;

b) Parent / carer concerns are considered;

c) Everyone understands the agreed outcomes sought for the child; and

d) Everyone is clear on the next steps required.

7.5. Notes of these early discussions will be added to the pupil's record and given to their parents / carers. The academy will formally notify parents when it is decided that a pupil will receive SEN support.

7.6. Parents / carers will always be consulted to obtain permission for referrals to outside agencies for example, speech and language therapy, educational psychology. They will be invited to attend any professionals or review meeting where appropriate that will help support their child.

8. How the academy assesses and reviews progress towards outcomes

8.1. The academy uses a wide range of monitoring systems to assess the impact of all strategies. These include:

a) Provision Maps reviewed termly.

b) A tracking system to monitor children's progress against national / age expected levels and targets.

c) Regular PiXL assessments.

d) Regular reading assessments.

e) Termly Individual Plan reviews for children who required specialist intervention and children on EHC plans.

f) Pupil Profiles.

g) End of term report.

h) Raising standards meetings.

i) Phonics assessments.

j) Evidence from assess, Plan, Do, Review cycles.

k) Attendance, behaviour and suspension data.

l) Liaison with providers of alternative provision.

8.2. Children may move off the SEND register when they have made sufficient progress.

9. Support for transition

9.1. The academy liaises closely with staff when receiving and transferring children to different schools, ensuring all the relevant paperwork is passed on and all needs are discussed and understood. A transition programme runs during the summer term annually, which allows pupils to experience the new school environment and meet new staff.

9.2. The academy has an open evening and parents / carers are warmly invited to attend the evening and any subsequent open days, to support families in making decisions about their child's schooling.

9.3. For children with SEND, it may be appropriate to encourage and facilitate further visits to the academy assist with transition process. The academy and/or parents may also feel the need to arrange additional transition meetings between the schools to alleviate concerns.

9.4. Transition between year groups is carefully planned for to ensure a smooth process for the children. Class teachers share relevant information about the children in their class and in turn receive information from teachers for the class coming up. Additional SEN information is also distributed by the SENDCo and relevant reports and advice are shared.

9.5. When a child moves from primary to secondary school, any open assessments to external professionals, or on-going Assess, Plan, Do, Review cycles are shared in advance.

9.6. KS4 students are encouraged to access college open evenings and supported in completing applications for their next settings. Tailored visits are also offered to support the transition to P16 education.

9.7. Where a child has additional needs, these will be communicated to the receiving educational provider.

9.8. As with all children, relevant safeguarding files will be passed to the child's new school at the point of transition

10. How pupils / students with SEND are taught

10.1. In line with the SEN Code of Practice (January 2015), Jack Hunt Academy believes that '*all teachers are teachers of pupils with special educational needs*'. As such, the academy adopts a graduated approach that places quality first teaching at the heart of all lessons.

10.2. Staff receive a range of specialist training to empower them in delivering good or better lessons which meet the needs of pupils with special needs, and the SENDCO holds an advisory role across all staff in promoting good to outstanding teaching strategies which meet the individual needs of pupils.

10.3. Quality First Teaching and inclusive classroom practice is a high priority at the academy. Teachers are supported by the senior leadership team and members of the SEN team to ensure the learning environment is accessible to pupils with special educational needs. If a pupil is struggling in a particular area of the curriculum, the teacher and pupil are supported to explore ways the environment, resources and delivery can be adapted to enable progress.

11. Adaption of curriculum and learning environment: inclusion for SEND

11.1. Teachers plan work pitched at an appropriate level so that all children can access the curriculum according to their specific needs. This might mean that in a lesson there would be different levels of work set for the class, however if needed then work is individually differentiated.

11.2. In addition, staff work hard to:

a) Scaffold the curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work and teaching style.

b) Adapting resources, for example large print for children with visual impairment, a microphone and hearing loop for those with a hearing need.

c) Deploying staffing effectively to intervene where a child needs additional support, or as determined by the provisions in their EHCP.

d) Adapting resources to include key words to support students, visuals to aid presentation and symbols to support reading.

e) Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font and writing slopes.

f) Scaffolding teaching, for example, giving longer processing times, pre-teaching of key vocabulary, and reading instructions aloud.

11.3. The academy has an Accessibility Policy and Plan which is reviewed regularly as the needs of the academy community change.

12. Staff Expertise

12.1. Staff are well trained and there is a variety of expertise available at the academy. The following

12.2. Interventions can be delivered as required by a child's EHCP, an Assess, Plan, Do, Review cycle, and following discussion with parents / carers:

a) National Professional Qualification for SEN Co-ordination.

b) Speech and Language intervention.

c) Boxall profiling.

d) Referral for Early Help Assessment.

e) Mental Health First Aid.

f) ELSA support.

g) SALT programmes.

h) Sensory Circuits.

i) Lego / Play therapy.

j) Drawing and talking therapy

k) Lexia

l) ASDAN Awards

m) Intimate care.

n) In-class support.

o) Maths, phonics and reading interventions.

p) Medical support.

q) Use of hoists and transfer equipment.

r) Issuing medication, for example for diabetes.

s) Social skills.

t) Social stories.

u) Sensory room.

v) Intervention programmes from subject areas.

w) Break-out rooms for low stimulus interventions.

x) Targeted lunchtime club for children who need support with less structured times.

13. Evaluating the effectiveness of the provision

13.1. The academy evaluates the effectiveness of provision for pupils with SEN by:

a) Reviewing pupil progress towards their goals a minimum of three times a year.

b) Pupil surveys.

c) Parent / carer surveys.

d) Monitoring by the SENDCo.

e) Assess, Plan, Do, Review cycle outcomes.

f) Provision mapping.

g) Progress reports and parent / carer evenings.

h) Reviews / meetings with the Trust Director of Inclusion.

i) Internal and external audits.

14. Support for emotional and social development

14.1. At Jack Hunt Academy, the Trust Behaviour Policy and academy Behaviour Protocol aims to support pupils with understanding and displaying pro-social behaviour. Relationships between adults and children are crucial in creating a secure learning environment where children feel safe and supported. The following strategies support this aspect of the academy's work:

a) Positive tone / body language

b) A therapeutic approach is always adopted whereby the pro-social feelings of everyone within the dynamic is prioritised

c) Academy core values

d) Pastoral support

e) ELSA trained staff

f) Referral to the Local Authority's Behaviour Panel

g) Careful but appropriate use of alternative provision

h) Reward system

i) Outdoor learning Opportunities /Forest School

j) Care plans for pupils who need intimate care or medical support

k) Personal / pastoral support plans

l) Academy trips

m) Consideration of home language and cultural heritage

15. Outside Agency involvement

15.1. Jack Hunt Academy can access a range of additional services from outside agencies. These may be considered when the usual adaptations are not leading to progress or where a child may need an application for an EHCP. These services include:

a) Those provided by the Local Authority:

i. Autism Outreach Team

ii. Pupil Partnership Officer

iii. Pupil Referral Service

iv. Early Help Team

v. Children's social care

vi. Behaviour panel

b) Those provided by Cambridgeshire and Peterborough Health Trust:

i. Community Paediatricians

ii. ADHD Team

iii. Neurodevelopment Service

iv. Physiotherapy Service

v. Paediatric Occupational Therapy Team

vi. Speech and Language

vii. School Nurse

viii. CAMHS (child and adult mental health)

c) Specialist teachers, for example Teacher of the Deaf or Teacher of the Blind.

d) Local Hub Centres of Expertise.

e) The support of the Area SENDCo.

f) Alternative provision, such as Families First, local colleges and Alternative Curriculum Education (ACE).

16. Arrangements for handling complaints

16.1. The first point of contact would be your child's Head of Year to share your concerns. Parents can also arrange to meet our SENDCO or Headteacher.

16.2. The Trust SEND Policy and Trust Complaints Policy can also be viewed on the Trust's website:

https://www.keystrust.org/page/?title=PKAT+Policies&pid=20