

SEND Information Report

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Helm Academy

EMPOWERING MINDS, NAVIGATING FUTURES

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, Safeguarding and Child Protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values.

While this current policy document may be referred to elsewhere in Helm Academy documentation, including particulars of employment, it is non-contractual.

Policy Issues and Updates

Version Number	Created/ Reviewed/ Amended By	Date Created/ Reviewed/ Amended	Comment	Next Review Date
1	E.Bartlet	March 2026	Policy implemented- new framework aligned	01/03/2027



Helm Academy

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Helm Academy

EMPOWERING MINDS, NAVIGATING FUTURES

Statement of Context and Purpose

This SEND Information Report describes how Helm Academy implements its SEND Policy and supports pupils with special educational needs and/or disabilities. It explains how pupils with SEND are identified, supported and reviewed, and how the impact of provision is evaluated over time.

- Published in line with paragraphs 6.79 and 6.83 of the SEND Code of Practice (0–25 years).
- Demonstrates how barriers to learning and wellbeing are reduced.
- Reflects a culture in which pupils feel safe, supported and able to thrive.

Relationship to the SEND Policy

This report should be read alongside the **SEND Policy – HA V1 (new framework)**. The SEND Policy sets out the strategic intent; this Information Report explains how that intent is implemented in practice.

- Ethos, values and expectations are consistent across documents.
- The graduated approach (Assess–Plan–Do–Review) is embedded in daily practice.
- Roles, responsibilities and accountability are clear to staff, pupils and parents.

Legal and Statutory Framework

This report reflects duties under:

- Children and Families Act 2014
- SEN and Disability Code of Practice: 0–25 years
- Special Educational Needs and Disability Regulations 2014
- Equality Act 2010

It operates alongside key school policies including Safeguarding and Child Protection, Equality and Diversity, Accessibility, Admissions and Assessment, Curriculum and Positive Behaviour Support.

- Statutory guidance informs day-to-day decision-making.
- Policies and procedures are accessible and regularly reviewed.
- Compliance is monitored by senior leaders and governance.

School Ethos and Aims

Helm Academy is a mixed 11–16 SEN day school where every pupil is valued as an individual and treated with dignity and respect.

No Judgement – No Blame – No Shame

The school aims to support pupils academically, emotionally and socially, enabling them to build resilience, independence and confidence, and to prepare effectively for adulthood.

The Kinds of SEND We Provide For

Helm Academy provides education for pupils with Education, Health and Care Plans (EHCPs) across the four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Emerging and changing needs are recognised early. Support is carefully matched to individual profiles. High expectations are maintained for all pupils.

Disabled Children:

Many children who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child requires special educational provision, they will also be covered by the SEN definition.

Broad areas of need:

Communication and Interaction:

This describes pupils who have speech, language and communication needs displaying difficulties communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children and young people with ASD are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning:

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate adaptations.

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health difficulties:

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical needs:

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

Definition of SEN and Disability

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. Many pupils with SEND may also be disabled under the Equality Act 2010.

- Duties under the Equality Act are understood.
- Reasonable adjustments are anticipated, planned and reviewed.

Identifying SEND and Assessing Needs

On entry, pupils' skills, strengths and needs are assessed using information from previous settings, EHCP documentation, baseline assessments and professional reports. Ongoing assessment includes academic, therapeutic, behavioural and observational information.

- Needs are identified quickly and accurately.
- Decisions are evidence-based.
- Pupil voice and parental views inform planning.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- The term SEND K is used to identify pupils receiving additional support
- The term SEND E is used to identify pupils who require additional provision, including EHCP

At Helm Academy we only receive pupils who are in receipt of an EHCP.

Consulting and Involving Pupils and Parents

Pupils and parents are involved prior to admission and throughout placement. Communication is clear and regular, ensuring shared understanding of needs, outcomes and next steps.

- Parents understand provision and outcomes.
- Pupils' views are taken seriously.
- Trust and confidence in school systems are built.

Assessing and Reviewing Progress

We will assess each pupil's current skills and baseline levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers and members of the therapy team will make regular formative and summative assessments of progress for all pupils across social skills, behavioural presentations, therapeutic and educational outcomes; identifying those whose progress is less than expected. 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 pupil 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.

Consulting and involving pupils and parents Prior to admission to the School, the Head of Admissions and other involved professionals will discuss with the pupil, their parents and the previous educational. These conversations will make sure that:

- Everyone develops a good understanding of the pupil'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 pupil's Transition and Admission Programme record and given to their parents.
- We will formally notify parents when it is decided that a pupil will receive SEN support.

Teaching, Learning, Interventions and Therapy

High-quality teaching adapted to individual need is the first response to SEND. Targeted interventions are used where necessary, including therapeutic and academic support.

- Teaching is adapted to pupils' starting points.
- Interventions are targeted, reviewed and effective.
- Staff receive appropriate training and support.
- Phonics
- Reading support (direct and classroom based)
- Maths intervention (direct and classroom based)
- Speech and Language Therapy (direct and classroom based)
- Occupational Therapy (direct and classroom based)
- Play Therapy

- Lego Therapy
- Mental health support
- ELSA
- MABB
- Enrichment activities

Adapting the Curriculum and Learning Environment

Adaptations include differentiation, assistive technology, sensory adjustments, visual supports and flexible timetabling.

- Curriculum access is equitable.
- EHCP requirements are reflected in planning.
- Adjustments are reviewed as needs change.
- High levels of differentiating our curriculum to ensure that all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, differentiation by outcome, etc.
- Adapting our resources and staffing.
- Range of teaching strategies and styles.
- Using recommended aids, such as technology, laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, interest bespoke planning, etc.

Expertise and Training of Staff

All staff receive induction and ongoing CPD in SEND, trauma-informed practice and therapeutic approaches.

- Training is evidence-informed and targeted.
- Staff expertise underpins consistent practice.
- Workload and wellbeing are considered.

Evaluating the Effectiveness of SEND Provision

Provision is evaluated through progress tracking, intervention reviews, provision mapping and leadership monitoring.

- Quantitative and qualitative evidence informs decisions.
- Provision maps support review.
- Leaders act swiftly where provision is ineffective.
- Reviewing pupils' individual progress towards their goals each term.
- Reviewing the impact of interventions after an agreed number of weeks, according to the nature of the therapeutic intervention.
- Using pupil questionnaires.
- Monitoring by the Leadership Team.
- Using provision maps to measure progress.

- Holding annual reviews for pupils with EHC plans.

Enrichment and Wider Opportunities

All pupils are encouraged and supported to access enrichment activities, trips and wider experiences.

- Participation is tracked.
- Barriers to access are removed.
- Reasonable adjustments enable full involvement.
- All of our extra-curricular after school and off-site activities and school visits are available to all our pupils, including our before-and after school clubs.
- All pupils are encouraged to go on our trip(s).
- All pupils are encouraged to take part in sports day/school plays/special workshops.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability. The School's Accessibility Plan is available on the school's website or emailed upon request.

Working with Other Agencies

The school works collaboratively with education, health and social care professionals. As part of our Assessment and Admission process all relevant agencies are involved in the admission of a child to our School. Establishing all relevant contacts such as (GPs, CAMHs, Social Services, therapists etc.) and initiating, enabling and sustaining ongoing professional dialogue ensures a comprehensive team of professionals are supporting the child. The school will seek the views of the parent and the child in this multi-agency process.

- Information sharing is purposeful.
- External advice informs provision.
- Outcomes improve as a result.

Transition and Preparation for Adulthood

Transition planning is embedded, particularly from Year 9, and includes supported visits, personalised plans and preparation for post-16 pathways.

- Transition plans are personalised.
- Pupils develop independence and life skills.
- Post-16 pathways are carefully planned.

Complaints and Concerns

Concerns regarding SEND provision should be raised with the **Head of School** in the first instance and managed in line with the Complaints Procedures Policy.

- Procedures are clear and accessible.
- Issues are addressed promptly.
- Pupils and parents have confidence in systems.

Roles and Responsibilities

Head of School

- Strategic and operational oversight of SEND
- Ensuring statutory compliance
- Accountability for impact

Director of Education

- Strategic oversight and quality assurance

SENDCo

- Coordinating all the support for children with Special Educational Needs and/or Disabilities (SEND) and developing the school's SEND Policy to make sure all children receive a consistent, high-quality response to meeting their needs in school.
- making sure that there are excellent records of the child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children in the school achieve the best progress possible.
- Leading on CPD for all staff which can include SPD on the four areas of need.
- Giving staff briefings for key SEND pupils.

Contact:

If your child has specific needs that you would like to discuss in further detail, please feel free to contact the school office

Helm Academy

Telephone: 0333 3584 485

Email: info@helmacademy.co.uk

EMPOWERING MINDS, NAVIGATING FUTURES

Review and Publication

This SEND Information Report is reviewed annually by the Senior Leadership Team and ratified by the Governance Body. It is published on the school website alongside the SEND Policy.

OfSTED Enhanced Statements supported by this policy

Statement of Context and Purpose

Inspection-aligned enhancement: Leaders ensure the SEND Information Report evidences statutory compliance, inclusive culture and the impact of provision on pupils' learning and wellbeing.

Leaders demonstrate a secure understanding of statutory requirements.

Leaders ensure strategy and delivery are fully aligned.

The Kinds of SEND We Provide For

Inspection-aligned enhancement: Leaders identify needs accurately and promptly.

Definition of SEN and Disability

Inspection-aligned enhancement: Leaders ensure staff understand SEND definitions and their implications.

Identifying SEND and Assessing Needs

Inspection-aligned enhancement: Leaders apply a rigorous graduated approach.

Consulting and Involving Pupils and Parents

Inspection-aligned enhancement: Leaders ensure partnership working is strong.

Assessing and Reviewing Progress

Inspection-aligned enhancement: Leaders use assessment information effectively.

Teaching, Learning, Interventions and Therapy

Inspection-aligned enhancement: Leaders ensure curriculum and teaching remove barriers.

Adapting the Curriculum and Learning Environment

Inspection-aligned enhancement: Leaders ensure reasonable adjustments are timely and appropriate.

Expertise and Training of Staff

Inspection-aligned enhancement: Leaders prioritise professional learning.

Evaluating the Effectiveness of SEND Provision

Inspection-aligned enhancement: Leaders monitor impact rigorously.

Enrichment and Wider Opportunities

Inspection-aligned enhancement: Leaders ensure inclusion beyond the classroom.

Working with Other Agencies

Inspection-aligned enhancement: Leaders ensure multi-agency working is effective.

Transition and Preparation for Adulthood

Inspection-aligned enhancement: Leaders ensure pupils are well prepared for next steps.

Complaints and Concerns

Inspection-aligned enhancement: Leaders take concerns seriously.