

Ernesford Grange Community Academy

School information Report for students with Special Educational Needs and/or Disabilities (SEND)

Last updated: July 2025

Next update: July 2026

What are Special Educational Needs and Disabilities?

The Code of Practice 2014 states that:

‘A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to children and young people of the same age.’

Where is the School’s SEND policy?

Our SEND policy will give you the information you need about how we make provision for all pupils with SEND. This can be found on the school website.

https://drive.google.com/file/d/1DNX7Ge7hwIPU1n5OIWZBFdOjt_0YuaxM/view

Who is the school Special Educational Need/Disability Coordinator (SENDCo)?

We have 3 SENDCo’s who work with specific year groups.

Year 7 and 16 plus SENDCo: Stephanie Lovick

slovick@egacademy.org.uk

Year 8 and 11 SENDCo: Annabelle Reeves

slovick@egacademy.org.uk

Year 9 and 10 SENDCo: Alicia McKeown

amckeown@egacademy.org.uk

Do we have children with SEND in our school?

Yes. In July 2025 26.2% (307) of our students in year 7-11 have SEND. 3.6% (43) of our students have an Education Health and Care Plan.

What opportunities do those with SEND have to engage in activities with those who do not have SEND?

The vast majority of our classes contain a mix of pupils both SEND and non-SEND. All students are encouraged to engage in enrichment activities and school trips. These are offered to all students. Between September 2024 and July 2025 70.5% of our SEND students took part in at least one enrichment activity.

How do we identify children with SEND?

In accordance with the SEN code of practice we have established how we identify and assess students requiring SEND support (K). Each student is monitored against the SEND criteria. If they achieve ‘3 points’ or more they will be considered by the SENDCo team before consultation with parents and being identified as K – Student Support.

The following criteria are worth **1 point**

- They have a reading age of more than 4 years below their chronological age.
- Their progress data shows that their Attitude To Learning is mainly 4/5’s but their ‘working at’

grade is below target in 2 or more core subjects.

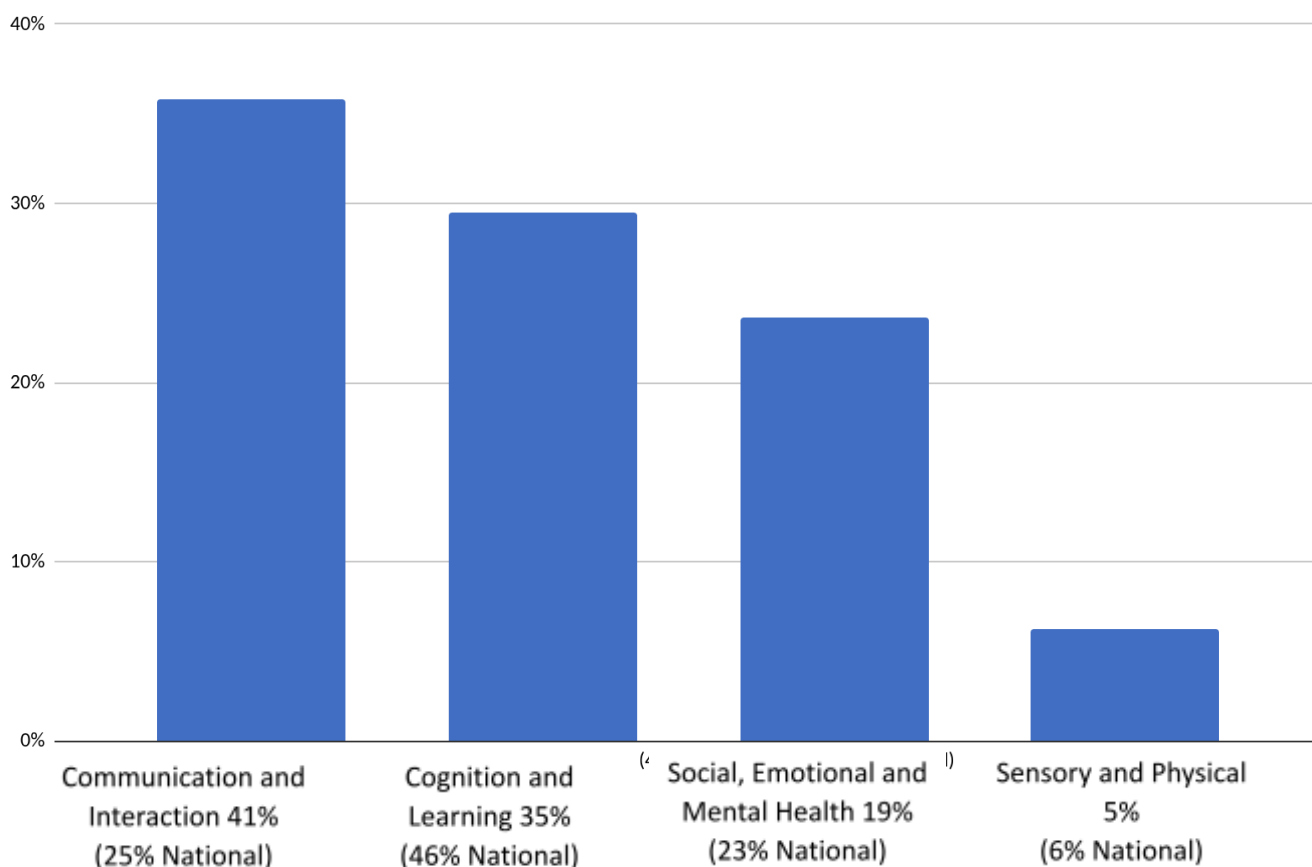
- Their attendance is below 90%.
- They have been unsuccessful in at least one intervention.
- They have accessed at least 3 internal interventions over the previous 12-month period
- They have accessed at least 1 external specialist intervention over the previous 12 month period
- They have reached the Senior Leadership Team report card.

The following criteria are worth **2 points**

- A student has a diagnosis.
- The student is awaiting an assessment for a diagnosis.

What kinds of SEND do those children have?

SEND is broken down into 4 categories; Communication and Interaction; Cognition and Learning; Social Emotional and Mental Health; and Sensory and/or physical. We have students whose barriers fit into each of the four areas. A breakdown can be seen below (accurate July 2025).



What training and help do our staff have to support students with SEND?

All students on the SEND register have a student support plan that sets out their barriers to learning and the support that they need to be successful in lessons. All staff have access to the student support plans. Teaching and support staff have weekly training linked to SEND. The training delivered to staff depends on the needs of the students in our school at the time and the prior experience and training of our staff team.

The focus for the academic year 2025/26 is on supporting students in the classroom (making reasonable adjustments), Speech and Language Needs, Autism, and Social, Emotional and Mental Health Needs. This training is delivered by a range of both school staff and external specialists. We also offer a range of optional professional development opportunities in addition to the compulsory training sessions. We also have an open door approach whereby staff are encouraged to speak to the SENDCo and wider inclusion team.

What is our approach to teaching students with SEND?

We offer a broad and balanced curriculum for all of our students at the school including those with SEND. Teaching is planned to meet the different needs of all students and to provide appropriate support and challenge. Staff provide relevant resources and make reasonable adaptations to the learning environment to develop learning. Teachers also put in place specific strategies as identified on the students support plan and as recommended by outside agencies. e.g. increased font size, different coloured paper, subtitles on audio and videos.

Every classroom has an inclusion toolkit. This contains items to support inclusivity within the classroom. Items such as ear defenders, timers, fiddles, sit-fit/wobble cushion, window guides etc.

How do we adapt the curriculum and learning environment for students with SEND?

All our curriculums are sequenced carefully to ensure that students build upon prior knowledge in their learning, avoiding cognitive overload. Students' learning experiences prepare them to know more, remember more and be able to do more. Within the curriculums, students access regular retrieval activities which provide them with the opportunity to recall prior learning and consolidate understanding.

As part of our personalised curriculum, staff utilise Student Support Plans to ensure that bespoke strategies are embedded into learning to meet the needs of individual SEN learners. Students are supported through high quality Assessment for Learning, which provides staff the opportunity to assess learning, identify misconceptions and close the gaps.

In addition, our curriculums have been designed to identify and explicitly teach the key vocabulary to successfully engage in learning. Staff use a multimodal approach to teaching tier two and tier three vocabulary which supports our students to develop their literacy and access their work to a high standard.

How do we plan for those on the SEND register?

All concerns regarding a student requiring support are raised through the SEND concern form by any school staff, at solutions circle meetings by the Head of House, or via information from a student/parent/carers. Further steps are then taken to ascertain the best intervention for that particular individual.

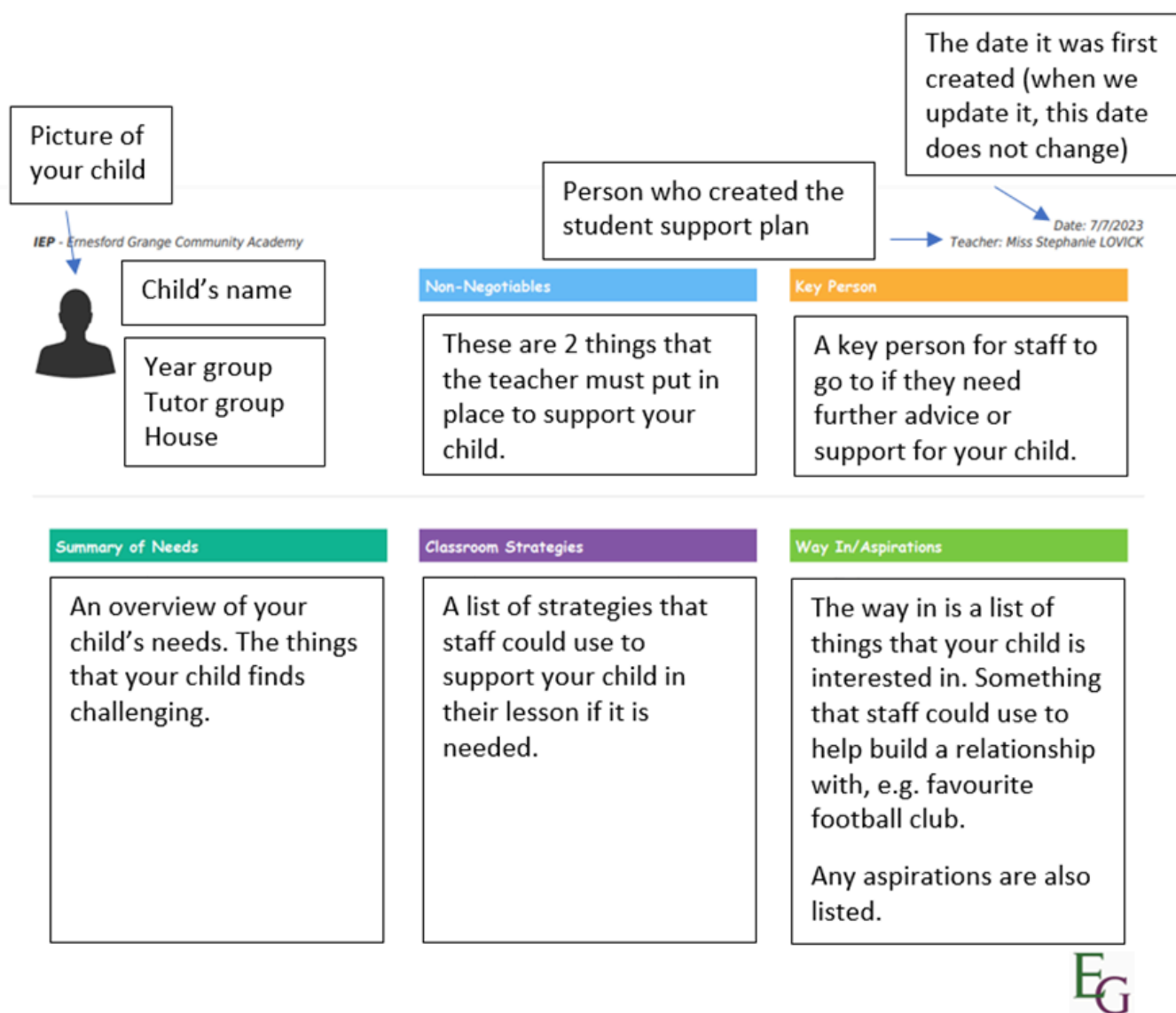
These may include:

- Observations – these may be general or focusing on a particular area e.g. literacy.
- Further observations e.g. for a specific learning difficulty, ADHD.
- Round robin of information from mainstream and/or support staff.
- Information from parents/carers through questionnaires, meetings, and/or phone calls.
- Analysis of Bromcom/Class Charts information.

- Information from the Head of House.
- Questionnaires from mainstream staff.
- Questionnaires/Dimensions from students and/or parents/carers.
- Advice from external agencies.

What types of additional support is available for children and young people with SEND?

Every student on the SEND register has a student support plan that sets out their barriers to learning and the specific strategies needed to support them in the classroom. Please see the explanation of our student support plans below.



We offer a range of support and interventions to individual students based on their specific needs. We provide support and interventions across the four areas of need. These are used flexibly to support all learners who need the intervention regardless of their main area of SEND. We adapt our support and interventions to meet the needs of our students.

Communication and Interaction	Cognition and Learning
Lego therapy Speech and Language intervention Vocabulary intervention Autism support Key worker support Comic strip conversations/social stories Communication and Interaction Hub	Precision teaching Subject specific intervention Princes Trust Qualification Alternative qualifications Spelling intervention Fresh start literacy programme Memory and concentration intervention Reading intervention Learning support assistants
Social, Emotional and Mental Health	Sensory and/or Physical
Friendship group Protective behaviours Managing exam anxiety Anger Strategies Thrive Transition Support Well-being mentor Mindfulness Anxiety Lunch time clubs Breakfast club Pastoral support Wellbeing Wednesday whole school briefings Alternative Centre for Education (ACE) Therapy dogs	Touch typing Use of additional equipment as recommended by outside agencies such as radio aids Use of the school lifts Specific specialised equipment Handwriting intervention Ear defender in every classroom Disabled toilets on each floor Disabled changing room for PE Leave lesson early pass to move around the building when there are fewer people

In addition to in school interventions we also work with outside agencies to offer further interventions and support for our students. These agencies include Health, Social Care and the local authority alongside other relevant professional organisations and charities.

Communication and Interaction	Cognition and Learning
Autism specialist (Claire Brinkley) NHS Speech and Language Coventry Complex Communication Specialist Practitioners (CCSP) Neurodevelopmental team at CAMHs	Educational Psychology Service
Social, Emotional and Mental Health	Sensory and/or Physical
Mental Health in schools Team Counsellor Mind Reach CAMHS Guys gift Kooth Youth for Christ	Sensory Support Team- Visual Sensory Support Team- Hearing Occupational Therapy NHS Physiotherapists Coventry School Nursing Service

We also work with a range of agencies who support students across the different areas of SEND. These include, but are not limited to;

- Virtual School
- Social Care
- Education Psychology Service
- SEND Information, Advice and Support Service <https://www.coventry.gov.uk/iass>
- Positive Youth Foundation
- The local authority SEND team
- Coventry Alternative Provision

What support is available for children who are looked after (children in the care of the local authority) and have SEND?

Children who are looked after have all of the same opportunities and access to internal and external intervention and support as all other students at the school. We work closely with the virtual school to investigate all avenues for timely intervention and support including buying in additional support and services when necessary.

A termly PEP meeting is held with our schools Designated Teacher for CIC/Deputy officer for CIC, the child's SENDCo, carer, parents (if appropriate), the virtual school and any relevant agencies. At this meeting progress is reviewed and future actions are decided upon.

What do we do to help parents with student support?

- Coffee events for parents offered to all SEND parents.
- Parent groups/workshops for example Understanding Autism, Anxiety, Autism and Gender, Exam Stress, Positive Parenting.
- Offer personalised advice and support.
- Home visits for parents who are unable to get to the academy or access an online meeting.
- Parents evening appointments with the relevant SENDCo.
- Signposting to events, training and support.
- Termly meeting with the relevant SENDCo to update student support plans.
- Instant access to your child's student support plan through the edukey website.
- A calendar is published on the SEND section of the school website to enable you to see the support events that are on offer to you.
- Provide supporting statements for Disability Living Allowance.

Who else provides support for families of those with SEND?

There are a wide range of other services that provide support to the families of and children with SEND. Coventry's local offer has information and links to these.

Coventry Local Offer: <http://www.coventry.gov.uk/sendlocaloffer>

Coventry SENDIASS offer independent advice and support to families.

SENDIASS: <https://www.coventry.gov.uk/iass>

How do we review student support and monitor the effectiveness of additional support/provisions for students with SEND?

We review support using a range of information:

- Parental Feedback at review meetings and parents evening.
- Summative Reports.

- Feedback from students – questionnaires.
- Feedback from staff – questionnaires, round robins.
- Analysis of data e.g. Class Charts, attendance, progress data, reading age.
- Educational/Clinical Psychologist reviews.
- Reports from external services e.g. sensory service and speech and language.
- Termly student support plan review meetings

The impact of interventions are monitored and shared with parents when your child's student support plan is reviewed. This is in addition to the usual school assessment and reporting systems.

The outcome of these reviews will result in one of the following:

- The student being removed from the register as they no longer require support.
- Updated student support plan/student focus meeting with all of the students' teachers.
- A new intervention will be put in place.
- Referral to an outside agency for further support.
- Having received a personalised programme of interventions and where little progress has been made a My Support Plan will be produced.
- A request for a statutory assessment for an Education Health and Care Plan.

How are parents/carers involved with the decisions and SEND support for their child?

Parents are involved in the termly review of their child's student support plans. Parents are consulted before all external agency assessment and intervention and the results of the assessment/intervention is shared with parents. The school offers termly SEND parent coffee events with the inclusion team including selected external professionals working with the school. The Assistant Headteacher, Inclusion and the SENDCo attend all parents evening meetings. In addition to this an annual survey is sent to all parents. If you would like to complete this, please click the link. <https://forms.gle/gvxR5hXAtkcH4ERp6> Please note that this will only be checked each half term. If you would like to provide instant feedback please email us or call the school.

How are the children and young people involved in making decisions surrounding their support and education?

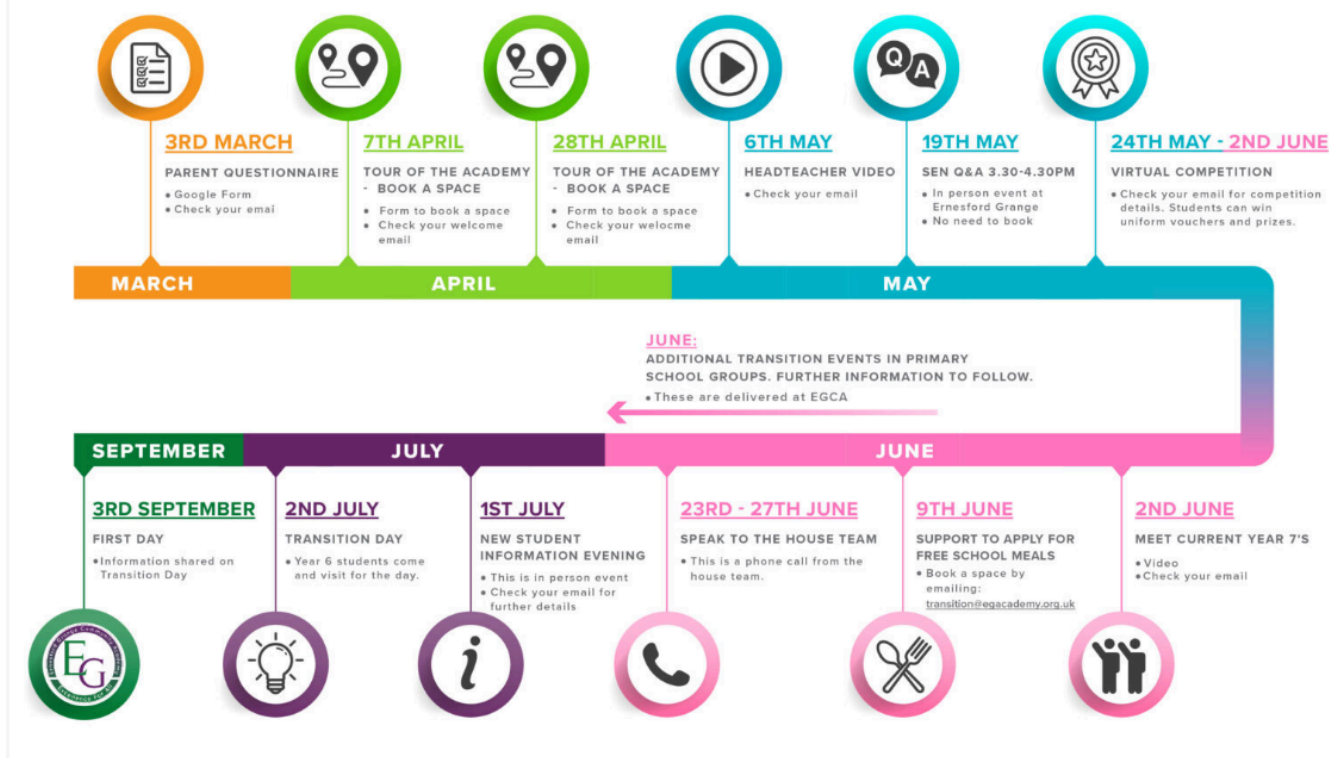
Children and young people are involved in the termly review of their student support plan. Students are also consulted before referrals are completed to external agencies where appropriate. The school has inclusion ambassadors who meet each half term. Students are encouraged to share any concerns or suggestions with this team who will then raise it at the meeting with the Assistant Head teacher, inclusion. Those with SEND complete an annual survey regarding their support and involvement in school life which is designed and analysed by the inclusion ambassador team.

What additional transition support is available for those with SEND?

Year 6 moving into year 7

Below is the planned transition support for all students moving from year 6 into our school in September 2026.

YEAR 6 TO YEAR 7 TRANSITION ROADMAP



In addition to the events for all students there will be some specific events planned for our SEND students as outlined in the table below. This is subject to change and the full details will be shared with each child's Primary School and parents.

Event	Date	Time
Meeting with SENCo team and parents of children on the SEND register to create a student support plan and identify any actions needed	18 th May and 15 th June	3:30-5:00
Meeting with parents of children with EHCPs	June/July	Individual times to be arranged
Singles transition (students coming to the school by themselves or with up to two other children from their school)	24 th June	AM Exact time to be confirmed
EHCP transition session	29 th June	9:00-10:45
SEND transition afternoon (Not EHCP students)	30 th July	1:00-3:30
Transition evening	30 th July	From 4:30 exact times to be confirmed
Transition day	1 st July	All day
Pre ASD pre transition group and parent session	6 th July	4:00-5:00
CIC/Vulnerable students	Individual basis	Individual basis
Parent coffee event	September 2026 TBC	TBC

In year transfers

Students will have an admission meeting and tour of the school and will meet key members of the inclusion team. Additional support will be implemented in collaboration with the child/young person and their parents/carers as required.

Students leaving at the end of year 11/16 plus.

Relevant transition meetings and information is shared with receiving settings. Additional tours and visits can be organised to the students' next setting. Additional careers advice and support is provided by the school careers advisor for all students on the SEND register to ensure a suitable next step is identified for the individual.

What does the school do about bullying?

We are committed to providing a kind, friendly and safe environment for all our students so they can learn in a relaxed and secure atmosphere. Kindness is a core value within the academy and part of our focus every day. Bullying of any kind is unacceptable at our Academy, whether it is in the Academy or on off-site activities. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING Academy. This means that anyone who knows that bullying is happening is expected to tell the staff.

All members of the Academy - staff, students and parents/families - should have an understanding of what bullying is and what the Academy's procedures are for responding to bullying.

As an Academy we take bullying seriously. Students and parents/families should be assured that we do not tolerate bullying and that they will be supported when bullying is reported.

Our full anti-bullying policy can be found by following the link.

https://drive.google.com/file/d/1S68l4j_nX8TmAm6jpxm_HHYwCiJDVVDQ/view

What is the complaints procedure surrounding SEND?

The first step that a parent/carers or student should take is to express any concerns directly to the child's Tutor/Head of House or their SENDCo. If these are not addressed to your satisfaction you can express your concerns to the relevant Assistant Headteacher attached to your child's house or the Assistant Head, Inclusion.

If this still does not provide resolution then you can contact Denise Burrows (Headteacher).

Subsequently, representation can be made to Claire Turpin (Executive Principal of Sidney Stringer Multi-Academy Trust) and then to *Nicola Beer (Link Governor for Inclusion)*. If you would like some independent advice contact Coventry SENDIASS. <https://www.coventry.gov.uk/iass>

Still have questions?

Contact us to ask any questions or for further clarification.

02476453121