



# Special Educational Needs Information Report

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Policy Details	
Person Responsible for this Policy	Angela Ransby
Policy Author	Angela Ransby
Date to Trust Board	September 2025
Date Ratified	1 <sup>st</sup> October 2025
Review Date	September 2026
Policy displayed on website	YES
CEO Signature	Angela Ransby
Trust Board Signature	Alan Whittaker
Updates Made	Date
References to Assessment Centre	September 2025

The SEN Information Report is part of a wider suite of documents relating to SEN, disability and inclusion. It should be read alongside the Raedwald Trust Special Educational Needs and Disability Policy.

<p><b>What kind of SEND does the Raedwald Trust make provision for?</b></p>	<p>Our group of Alternative Provision schools currently provide short-term and temporary provision for a range of needs, including:</p> <ul style="list-style-type: none"> <li>• Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties</li> <li>• Cognition and learning, for example, dyslexia, dyspraxia,</li> <li>• Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),</li> <li>• Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy</li> <li>• Moderate and multiple learning difficulties</li> <li>• Medical needs</li> </ul>
<p><b>How do you identify and assess SEND?</b></p>	<p>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. Staff will make regular assessments of progress for all students and identify those whose progress:</p> <ul style="list-style-type: none"> <li>• Is significantly slower than that of their peers starting from the same baseline</li> <li>• Fails to match or better the student's previous rate of progress</li> <li>• Fails to close the attainment gap between the student and their peers</li> <li>• Widens the attainment gap</li> </ul> <p>This may include progress in areas other than attainment, such as social needs or interaction skills.</p> <p>Staff will work with the SENCO and Head Teacher to carry out a clear analysis of the students' needs. This will draw on:</p> <ul style="list-style-type: none"> <li>• The teacher's assessment and experience of the student</li> <li>• The student's previous progress, attainment and behaviour</li> <li>• Other teachers' assessments, where relevant</li> <li>• The student's development in comparison to their peers and national data</li> <li>• The views and experiences of parents</li> <li>• Student views</li> <li>• Advice from external support services, if relevant</li> </ul> <p>All staff who work with the student will be made aware of his/her needs, the outcomes sought, the support provided, and any teaching strategies or approaches required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.</p> <p>Slow progress and low attainment will not automatically mean a student is recorded as having specific SEND. When deciding whether additional special educational provision is required, we will start with the desired outcomes (including the expected progress and attainment) and the views and wishes of the student and parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our universal offer, or whether something different or bespoke is needed.</p>

<b>How do you support SEN in accordance with your policy framework?</b>	<p>The following policies set out our academies' approach to:</p> <ul style="list-style-type: none"> <li>• Assessing and reviewing the progress of children with SEND;</li> <li>• Teaching children with SEND;</li> <li>• Adapting the curriculum and learning environment for children with SEND;</li> <li>• Making decisions on additional support in relation to children with SEND;</li> <li>• Ensuring inclusion of children with SEND with children without such needs across all school activities;</li> <li>• Supporting the emotional, social and mental development of children with SEND; and</li> <li>• Evaluating the effectiveness of our provision for our children with SEND.</li> </ul> <p>The policies include:</p> <ul style="list-style-type: none"> <li>• Accessibility Plan</li> <li>• Admissions Policy and Protocols</li> <li>• Positive Behaviour Change Policy</li> <li>• Equality, Diversity &amp; Inclusion Policy</li> <li>• Safeguarding &amp; Child Protection Policy</li> <li>• Mental Health Procedure</li> <li>• Children with health needs who cannot attend school Policy</li> <li>• Supporting Pupils with Medical Conditions Policy</li> </ul>
<b>Who are the SENCOs at Raedwald Trust?</b>	<ul style="list-style-type: none"> <li>• Lucy Collins (Named SENCO)</li> <li>• Emma Osborne (Deputy Named SENCO)</li> </ul>
<b>What training and expertise do staff have?</b>	<p>All Continuous Professional Development (CPD) is related to the current needs of the students and is attended by the SENCO, Leadership team, teaching and non-teaching staff.</p> <p>The annual SEND CPD calendar is coordinated by the Assessment Centre Lead. This includes baseline SEND refresher training for all staff alongside wider more specific training per the needs of site-based staff or individual academies.</p> <p>The CPD programme reflects the fact that all staff are teachers of special educational needs. All staff are encouraged to develop the quality of their teaching, knowledge and development by accessing relevant training through a diverse library of SEND CPD available to all staff.</p>
<b>How do you secure equipment and facilities for children with SEND?</b>	<p>Raedwald Trust is committed to ensuring that students are given the equipment and facilities they need to access the curriculum. Specific equipment requirements will be determined by the Assessment Centre and Academy Head teacher upon entry and throughout the placement. Parents/carers and students are encouraged to discuss any changing needs regarding equipment or facilities directly with the class teacher or Head Teacher.</p>
<b>How do you involve parents/carers and children with SEND?</b>	<p>Once it has been decided that a student has gained a place at Raedwald Trust, a member of the relevant academy team will be in direct contact with parents/carers to arrange a visit to the home as well as a school visit. During</p>

	<p>this time, parents/carers and students are encouraged to share areas of strength and difficulty. These conversations will make sure that:</p> <ul style="list-style-type: none"> <li>• Everyone develops a good understanding of the student's needs</li> <li>• We consider any parental/carer concerns</li> <li>• Everyone understands the agreed outcomes sought for the child</li> <li>• Everyone is clear on what the next steps are</li> </ul> <p>Notes of these early discussions will be added to the pupil's record.</p> <p>Throughout each student's placement, parents/carers will receive regular updates on progress, achievements and/or concerns. Referrals to outside agencies will be discussed with parents/carers and collaborative discussions encouraged. Specific modes of information sharing are individual to each Academy and can be further discussed with your Head Teacher at induction.</p>
<b>How do you deal with any concerns or complaints raised by parents of children with SEND?</b>	<p>Staff within the Raedwald Trust work closely with parents of students and acknowledge that partnership with parents plays a key role in promoting the culture of co-operation between parents and the school.</p> <p>Parents are asked to contact the Head Teacher or Assessment Centre Lead over any concerns. It is hoped that by working in partnership with parents it will be possible to resolve any complaints or disagreements. Where this is not possible any complaints will be dealt with through the Academy Trust Board complaints procedure.</p> <p>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 school has discriminated against their children. They can make a claim about alleged discrimination regarding:</p> <ul style="list-style-type: none"> <li>• Suspensions or exclusions</li> <li>• Provision of education and associated services</li> <li>• Making reasonable adjustments, including the provision of auxiliary aids and services</li> </ul>
<b>How do your academies work with other agencies to support children with SEND and their families?</b>	<p>Academies within the Raedwald Trust consistently work with external agencies to ensure the best possible outcomes for our students. Key staff maintain close contact with health and social care to ensure all staff have accurate and current information on students. Referrals for additional specialist assessment are made directly by the Assessment Centre Lead or welfare and safeguarding team who support families through the process and act as the link between home and school.</p>
<b>Raedwald Trust acknowledges that parents of children with SEND sometimes need additional independent support. The local independent advice and support service can be contacted at:</b>	<p>Wherever possible, parents are encouraged to speak to their child's class teacher or Head Teacher about additional support they may need. If further support is needed, parents are encouraged to get in touch with the Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS).</p> <p>Suffolk SENDIASS  <a href="https://suffolksendiass.co.uk/">https://suffolksendiass.co.uk/</a></p> <p>Suffolk SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service) is a confidential and impartial information, advice and support service on issues related to Special Educational Needs and Disability (SEND). It is free, easy to access and confidential.</p>

	01473 265210 Or text: ADVICE4ME to 87007
<b>How do you work on transition arrangements for children joining or leaving your academies?</b>	<ul style="list-style-type: none"> <li>• We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and students' which information will be shared as part of this.</li> <li>• When a young person is moving on to post-16 education, individualised transition plans will be made and supported by teachers, transition workers and the Assessment Centre.</li> <li>• When a child or young person is returning to a mainstream setting, he/she will be supported by their school through detailed transition plans that are discussed and agreed with parents/carers, the child/young person and the mainstream setting. Each setting will ensure that detailed information is shared with any new school/provision and that regular discussions occur to address any concerns raised. Transition may include school visits, supported lessons and a gradual return; this will be determined individually.</li> </ul>
<b>The Local Offer produced by Suffolk County Council Local Authority is available at:</b>	<a href="https://www.suffolklocaloffer.org.uk/">https://www.suffolklocaloffer.org.uk/</a>