



**The Ilfracombe Church
of England Academy**

Part of Athena Learning Trust

The Ilfracombe Academy SEND Information Report

Version: 1.0



SEND Information Report 2025 – 26

Types of SEND Provided for at The Ilfracombe Academy (TIA)

We are an 11-18 school. We believe that all children, regardless of need, can be successful academically if they are provided with adequate support. We cater for students with a range of Special Educational Needs and Disabilities (SEND) including (but not limited to) those identified as having:

- **Communication and Interaction needs:** For example, Autism and speech, language and communication difficulties (SpLCD)
- **Cognition and Learning needs:** For example, Moderate Learning Difficulties (MLD) and dyslexia
- **Social, Emotional and Mental Health needs:** For example, Attention Deficit Hyperactivity Disorder (ADHD)
- **Sensory and/or Physical needs:** For example, Visual Impairments, Hearing Impairments and Physical Disabilities

Identifying Students with SEND and Assessing their Needs

Upon entry, we will assess each student's current skills and attainment levels, building on their experiences in previous settings and Key Stages, where applicable. Class teachers will regularly monitor and assess the progress of all students, identifying those whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap, which may include areas beyond academic progress, such as social needs and development

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we will begin by considering the desired outcomes, including the expected progress and attainment, as well as the views and the wishes of the student and their parents/carers. This information will guide our decision to determine the support that is needed and whether we can meet needs by adapting our core offer, or whether alternative or additional support is required.

Consulting and Involving Students and Parents/carers

We will have an early discussion with the student and their parents/carers to determine whether special educational provision is needed. These conversations will ensure that:

- everyone develops a clear understanding of the student’s strengths and areas for further development
- we carefully consider the perspectives and feedback from parents/carers
- everyone is aligned on the agreed outcomes for the student
- the next steps are clearly defined and understood
- a record of these discussions can be shared with their parents/carers. Parents/carers will receive formal notification when a decision is made to provide SEND support

Assessing and Reviewing Students' Progress Towards Outcomes

We will follow the graduated approach, using the four-part cycle of **assess, plan, do, review**. The class or subject teacher, in collaboration with the SENDCo and relative support teams, will conduct a clear analysis of the student’s needs. This will draw on:

- the teacher’s professional assessment and knowledge of the student
- previous progress, attainment, and behaviour
- assessments from other teachers, where applicable
- the individual’s development in relation to their peers and national data
- the views and experience of parents/carers
- the views of the student
- guidance from external support services, when relevant

The assessment will be reviewed regularly, ensuring that all teachers and support staff working with the student are aware of their needs, the desired outcomes, the support provided, and any specific teaching strategies or approaches. We will regularly review the effectiveness of the support and interventions, monitoring the impact of these on the student’s progress.

Supporting Students Between Phases and Preparing for Adulthood

The transition process from our primary schools includes:

- The school hosts open mornings, an open evening, a transition festival and transition visit days
- A member of the SEND team attends Year 5 and Year 6 EHCP reviews for students planning to join The Ilfracombe Academy
- In the autumn term, the SEND team and Head of Year 7 visit feeder primary schools to meet with the SENDCo. They review all students on the SEND register in Year 6, as

well as any students with high-needs in Year 5. Support strategies are discussed, and a transition plan is created. It is key that this process begins during primary school

- The SEND team completes further visits during the spring term which include observing students in their lessons
- The Head of Year 7, accompanied by a group of Year 7 students, visit feeder schools to lead a question-and-answer session for students
- In the summer term, the SEND team and Head of Year 7 visit feeder schools again to deliver a presentation to students and meet with the class teacher to further discuss individual student needs

The transition process to post-16 includes includes:

- The school hosts an open evening
- Assemblies, tutor sessions and PCRE lessons focus on post-16 options
- Students receive 1:1 careers interviews
- Post-16 providers are invited into school to present
- The school organises visits to post-16 providers
- College SENDCos are invited to Year 11 EHCP review meetings

Our Approach to Teaching Students with SEND

High-quality teaching is our first response to the needs of all students, especially those identified as having SEND. Our teaching approach is grounded in the latest research on how the mind learns, blending proven traditional pedagogy with recent innovations in cognitive science. Teachers place a strong emphasis on memorisation and deliberate practice to reinforce learning. Students with SEN benefit greatly from these methods, as structured lessons, clear explanations, and carefully sequenced examples promote deeper understanding and long-term retention.

Teachers are responsible and accountable for the progress and development of all the students in their class. Staff receive regular training on how to support all students, including those with the most barriers. This focuses on high aspirations for all students, using our research-based teaching fundamentals and knowing students well in order to adapt to their needs.

We will provide appropriate and timely interventions to support the learning and wellbeing of students we identify.

Adaptations to the Curriculum and Learning Environment

We make the following adaptations to ensure all students' needs are met:

- **Assessment of students**, so that they can be placed in the correct lesson sets. The students receive the same curriculum in each set, however teachers build in more time for practice and consolidation to support memorisation for those students that need it.
- **Ensuring that the curriculum is accessible to all students.** For example, creating well designed sequenced curricula and planned lessons, use of our research based teaching fundamentals, grouping and 1:1 work.
- **Adapting resources and staffing**, including the use of recommended aids such as laptops, visual timetables, larger fonts, reader pens, etc.
- **Scaffolding using our teaching fundamentals**, for example, by providing clues and cues, modelling work and targeted questioning.

For further information, please refer to our accessibility plan.

Additional Support for Learning

Meeting the needs of students with SEND is a whole school responsibility and priority. Teachers have been trained to understand the needs of every student and to systematically and thoroughly review the progress each student is making during lessons and over time.

The Assistant Headteacher for Inclusion, Senior Leadership Team (SLT), and governing body review and monitor progress of students with SEND. The Assistant Headteacher for Inclusion oversees the implementation of interventions.

Students with greater difficulties receive further support if necessary. This is tailored to each student, but may include:

- Literacy Lexia intervention
- Corrective Reading
- Targeted in class intervention
- A key worker to be assigned to the pupil
- A pupil passport
- Additional well-being check ins
- Social time support for communication and social skills
- Support from external providers such as Devon County Council, SEN Services Southwest, Early Help, Educational Psychologists and Children and Adult Mental Health Services (CAMHS)

Staff Expertise and Training

Staff receive daily CPD and regular INSET days with a strong focus on supporting our most vulnerable students. We use our researched teaching fundamentals to ensure lessons include high quality teaching.

Our support teams work collaboratively to ensure a thorough graduated approach using the assess, plan, do and review cycle.

Our SEND team is dynamic and has consistent training in how to support students' needs in all areas of school, ensuring that students attend well, behave well and achieve well. Any barriers to learning are identified in collaboration with identified staff, the students themselves and their families to ensure that appropriate support is put in place in a timely manner.

Extra-curricular

All of our extra-curricular activities and school trips, including social time and after-school clubs, are available to all students and we actively encourage students to participate in these. No student is ever excluded from taking part in these activities because of their SEND.

Supporting Emotional and Social Development

We support students in improving their emotional and social development in the following ways:

- Character curriculum, including morning greeting, assemblies, reflections and PCRE lessons
- Committed pastoral teams
- Key worker programme for students on our SEND register
- Encourage students to join in with extracurricular activities
- School council
- All students with SEND belong to a House
- Support at social times
- Targeted interventions for identified students

Evaluating the Effectiveness of SEND Provision

We evaluate the effectiveness of SEND provision through the following processes:

- Reviewing individual student progress following the graduated approach
- Monitoring progress through termly data and intervention tracking in collaboration with appropriate support teams
- Conducting lesson visits and reviewing students' work
- Holding annual reviews for students with EHC plans
- Evaluating the impact of interventions regularly
- Student/Staff/Parent voice

Working with External Agencies

Where a student's need requires expertise beyond what is available within the school, we would make referrals to external professionals. We work closely with external professionals such as Devon County Council, SEN Services Southwest, Early Help, Educational Psychologists and Children and Adult Mental Health Services (CAMHS). All EHCP annual reviews will be sent to the local authority according to the SEND code of practice.

When working with external professionals, they are all undertaken in full consultation with the student and their parents/carers.

Complaints About SEND Provision

Any concerns or complaints regarding SEND provision should be directed to the SENDCo in the first instance. If necessary, the matter will be referred to the school's formal complaints procedure. Parents/carers of students with disabilities have the right to make disability discrimination claims to the First Tier SEND Tribunal if they believe their child has been discriminated against by the school.

The Local Authority Offer, Further Information, and Support Services

To ensure you are fully informed about resources for children with Special Educational Needs and Disabilities, we have provided links to some helpful websites, including the Devon Local Offer which we hope you will find helpful:

Devon Local Offer Website: <https://new.devon.gov.uk/send>

Devon Information and Advice (DIAS) website (formerly Parent Partnership): www.devonias.org.uk

Please see our website for our SEND Policy and Accessibility Plan