

Special educational needs (SEN) information report

The Flying High Academy Ladybrook



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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website: <https://flyinghighacademy.ovw2.devwebsite.co.uk/?login=true&postLogin=true>

You can ask a member of staff to make a copy/send you the policy.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Catherine Beaumont.

She has 5 years experience in this role and have worked at FHAL for all of that time. She is a qualified teacher with 25 years of experience.

She achieved the National Award in Special Educational Needs Co-ordination in 2017. As further professional development, she is working towards achieving the National Professional Qualification for SENCOs.

She is Forest School Lead for the school and believe that our children's learning should not be limited to the classroom.



She ensures that she attends all training alongside relevant members of staff such as:

- Understanding Behaviour (Level 1)
- Attention Autism
- PDA Language
- Intensive Interaction
- Intimate Care
- Manual Handling
- Mental Health First Aid.

She is allocated 1.5 days a week to manage SEN provision.

Assistant SENCO

Our assistant SENCO is Laura Newton.

She has 15 years of experience in this role and have also worked as Safeguarding Lead across the school and as a 1:1 and class TA in all year groups.

She has undergone all relevant training alongside other staff and are a Deputy Designated Safeguarding Lead.

She is also the Pastoral lead and have half a day to support SEN provision and half a day to manage Pastoral provision.



Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

External training has been provided by the different agencies that we have involved with our children, such as:

- Attention Autism
- Manual Handling
- Intimate Care
- PDA Language
- Coping with Risky Behaviours
- Speech and Language
- Intensive Interaction

Teaching assistants (TAs)

We have a team of 19 TAs.

We have teaching assistants who are trained to deliver interventions such as:

- Additional Phonics
- Attention Autism
- Intensive Interaction
- ELSA
- Tree of Life
- Theraplay
- Relax Kids
- Dyslexia Screening
- Makaton
- Coping with Risky Behaviours
- Jabadao

In the last academic year, TAs have been trained in:

- Sensory Circuits
- Attention Autism
- PDA language
- Intensive Interaction
- Understanding pupils with Dyslexia
- Working with Pupils with Downs Syndrome

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists or Physiotherapists
- School and Family Support Services
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher.

Arrange an appointment, visit the school office, or by messaging the class teacher on Dojo.

They will pass the message on to our SENCO, Catherine Beaumont, who will be in touch to discuss your concerns.

You can also contact the SENCO directly.

Catherine.beaumont@ladybrookfha.org or on dojo.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include reading, writing, maths or wider curriculum areas.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil additional intervention to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will complete another cycle of intervention to try to fill the gap.

If the pupil has still not made progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. She will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. She will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. She may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

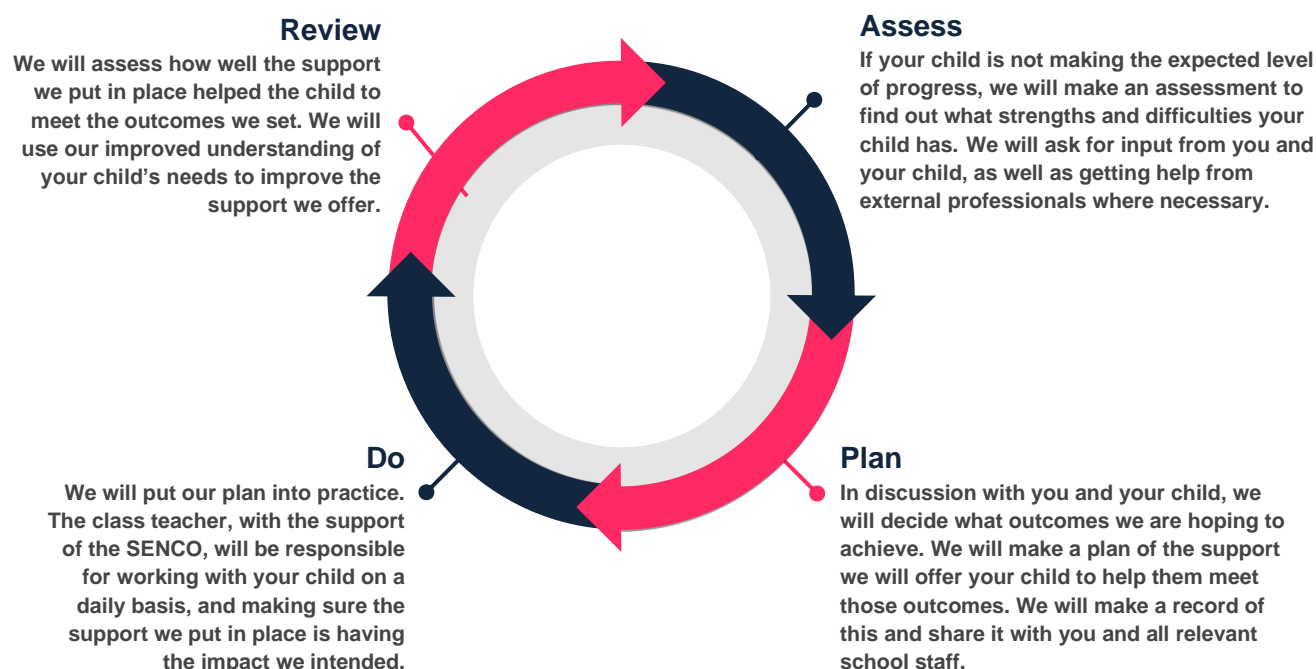
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, she may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide face to face parent's evenings in each term and a written report in the Summer term, on your child's progress.

Your child's class/form teacher will meet you 3 times a year, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher. Meetings can be arranged via the school office, or directly with the teacher on Dojo.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when they need the additional focused support such as Additional Phonics and Spotlight reading.
- Teaching assistants will support pupils in small groups when they need practise of skills in a pre-teach or post-teach scenario.

We may also provide the following interventions:

- Additional Phonics
- Spotlight Reading
- Speech and Language interventions
- Multiplication interventions
- Pre/Post teach interventions
- Reading groups
- Writing groups.

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories
	Speech and language difficulties	Speech and language therapy Communication boards
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Coloured overlays
	Moderate learning difficulties	Additional specific interventions.
	Severe learning difficulties	Specific support from the cognition and learning team.
Social, emotional and mental health	ADHD, ADD	Quiet workstation Sensory aids
	Adverse childhood experiences and/or mental health issues	Nurture groups
Sensory and/or physical	Hearing impairment	Hearing loop in the school hall
	Visual impairment	Limiting classroom displays
	Multi-sensory impairment	
	Physical impairment	Physiotherapy Occupational Therapy

These interventions are part of our contribution to Nottinghamshire's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks or half a term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular 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 school trips, including our residential trips to the Mill Adventure Base and Ilam hall.

All pupils are encouraged to take part in sports day/school plays/ballet workshops/other workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

- If a child applies for a place at FHA Ladybrook, the admissions team gather as much information as possible before arranging a visit to the school. If a Special Educational Need or Disability is stated, then the admissions team pass the information on to the SEND Team. The team contact previous school/setting to gather as much information as possible and arrange a visit to the school for the child and their parents/carers. Parents/carers and child are involved in discussing the additional support needed (including external professionals involved) in order to ensure support is in place before the child starts.
- As stated in the admissions policy, all pupils with an EHC plan will be given priority if their plan names FHA Ladybrook.

- FHA Ladybrook oversubscription criteria, as stated in the admissions policy, follow a set of 6 criteria. This ensures a fair allocation of places irrelevant of need:
 1. Children looked after by a local authority and previously looked after children including those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.
 2. Children who attend The Flying High Academy Ladybrook Nursery at the closing date for applications. Children must have attending the school nursery for a minimum of 4 sessions per week.
 3. Children with a sibling in school at the time of application and then by distance from the academy, with priority for admission given to children who live nearest to the academy as measured using Ordnance Survey data to plot an address. Distances are measured from the main entrance of the child's address to the door outside the academy's reception on the site.
 4. Children who have a parent working at the school where the member of staff has been employed at the school for two or more years at the time at which the application for admission is made or the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.
 5. Children by distance from the academy, with priority for admission given to children who live nearest to the academy as measured using Ordnance Survey data to plot an address. Distances are measured from the main entrance of the child's address to the door outside the academy's reception on the site.
 6. Other Children

13. How does the school support pupils with disabilities?

- As stated in our accessibility policy, schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:
 - Increase the extent to which disabled pupils can participate in the curriculum
 - Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
 - Improve the availability of accessible information to disabled pupils
- Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.
- The Flying High Academy Ladybrook is a Mainstream Primary School, which caters for a wide range of needs. This includes pupils with identified special educational needs, and those who have a specific medical need or disability. 'Relentless in our strive for excellence' underpins everything that we do and alongside our core value of CARE, helps all our children to achieve the best that they can in all areas of their learning. Staff know the children, their background, their needs, achievements, social contexts, individual journey and this enables a personalised approach to learning stretching beyond the classroom.
- Inclusion at FHAL is always a priority and bespoke provision is planned for and provided to ensure that the needs of all our children are met in line with the principles outlined in this policy.
- The facilities we provide to help disabled pupils access our school, include:
 - a lift to access the upper floor
 - disabled parking bays
 - wide and accessible corridors
 - wide and accessible entrances
 - a hearing loop in the school hall
 - disability friendly toilets and sinks
 - a hygiene suite with changing plinth

- The accessibility plan also covers actions taken to:
 - increase access to the curriculum for pupils with a disability
 - improve the delivery of information to pupils with a disability
 - create effective learning environments for all pupils

14. How will the school support my child's mental health, and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council/antibullying ambassadors/pupil parliament/debate club.
- Pupils with SEN are also encouraged to be part of all after school clubs to promote teamwork/building friendships.
- We provide extra pastoral support for listening to the views of pupils with SEN by using Draw and Talk/Play Therapy/Lego therapy and weekly check-ins,
- We run ELSA sessions for pupils who need extra support with social or emotional development.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by including children as antibullying ambassadors to raise awareness and educate children on the issues around bullying.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a transition meeting at the end of the year when the pupil's SEN is discussed.
- Schedule visits and a transition session with the incoming teacher towards the end of the summer term.
- Use one page profiles, which follow the children through school, creating a working document to support transition through information sharing.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between Phases

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable.
- Learning how to get organised independently.
- Plugging any gaps in knowledge
- Accessing the transition visits that are part of the main offer.
- Access additional transition visits.

16. What support is in place for looked-after and previously looked-after children with SEN?

Catherine Beaumont is the designated teacher for looked after children and previously looked after children. She will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.



17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Contact details: sen@globalmediation.co.uk or 02084411355

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Nottinghamshire's local offer.

Nottinghamshire publishes information about the local offer on their website:

Nottshelpyourself.org.uk

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

- <https://askusnotts.org.uk/>
- Integrated Children's Disability Service - ICDS icdsehcMandAlocality@nottsc.gov.uk
- Children's Occupational Therapy Team – 0115 8041273, email: childrenot.duty@nottsc.gov.uk
- Physical Disability Specialist Services – PDSS 0115 804 1088, email: pdss.office@nottsc.gov.uk

- Education Psychology Services – 01159 772924 Or email: eps.admin@nottsgov.uk
- Social, Emotional and Mental Health Team – Sherwood Area Partnership email: alison.hardwick@nottsgov.uk

Local charities that offer information and support to families of children with SEN are:

- Contact - <https://contact.org.uk/>
- BeUNotts - <https://www.beusupport.co.uk/>
- Children's Bereavement Centre - <https://www.childrensbereavementcentre.co.uk/>
- A place To Call Our Own – APTCOO 01623 629 902

National charities that offer information and support to families of children with SEN are:

- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- › **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- › **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision that meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages.