



CITY OF LONDON  
ACADEMIES TRUST

# SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) INFORMATION REPORT

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The aim of The City Academy's support for students with SEND is to identify and support them to make the best possible progress academically and regarding their wellbeing. The academy works hard to be as inclusive as possible and wherever possible, the needs of students with a wide range of SEND are met within our mainstream setting.

## **1. Admissions**

- No child will be refused admission to the Academy on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admission policy for the school, as agreed with the Local Authority)
- Students with SEND are allocated places in two separate and distinct ways:
  - Those pupils with statements or EHCPs have a separate admissions procedure overseen by Hackney Education's SEN team. Applications for children with special needs or with a disability will be treated fairly.
  - Those pupils who have SEND but do not have a statement or EHC plan are admitted via the normal school admissions criteria. Detailed information and guidance of how to apply for a place at City Academy, Hackney, both if your child has an EHC plan or statement of special educational needs, or if s/he has special needs but does not have a statement or EHCP, can be found on the following link:  
<https://education.hackney.gov.uk/section/admissions-and-transfers>

Any Special Needs that are identified on admission are discussed with parents, allowing the school to provide support and put into place support mechanisms to cater for the child's Special Educational Needs or Disabilities

## **2. What kinds of special educational needs does the Academy provide for?**

At The City Academy, Hackney we have an inclusive ethos. We aim to ensure that strategies and support are in place to enable all students to access our broad curriculum and extra-curricular opportunities to the fullest extent possible. We believe that educational inclusion is about equal opportunities for all learners whatever their age, gender, ethnicity, impairment, attainment and background and make reasonable adjustments where needed to ensure all students achieve the best possible outcomes.

Teaching staff at The City Academy have experience of providing for a range of SEND including:

- cognition and learning needs such as dyslexia
- communication and interaction needs such as high-functioning Autism
- social and emotional wellbeing, and mental health (SEMH) needs.
- sensory and/ or physical needs including visual or hearing impairment and a variety of medical conditions

Parents/ carers are encouraged to contact the Academy to discuss individual student needs.

### **3. How does the Academy know if children/ young people need extra help and what should I do if I think my son/daughter may have special educational needs?**

Some students may already have an Education, Health and Care Plan (EHCP) or have been identified as needing SEND support by their previous educational setting, usually a primary school, in which case the information will be sent to us on transfer. Where this is not the case, the Academy has effective screening procedures in place to identify and support students with SEND, including:

- SEND questions on admission form for students and parents/carers;
- Baseline testing and other Year 7 tests on entry to the school;
- Regular data drops to check student progress;
- Feedback from teachers and parents about student progress;

The progress of all students is monitored by teaching staff using a variety of data. If their progress is causing concern then the Faculty of Learning or tutor will contact parents/ carers to discuss next steps.

When a student has significant gaps in terms of their actual progress or access to learning, and when these difficulties can be ascribed to an identifiable learning need, the student will be placed on the SEND register so that they are able to make greater progress with SEND support. Where relevant, students will have a personal profile which identifies the needs of the student and the strategies and interventions to be used to support their progress. This will be regularly reviewed. The student will be removed from the SEND register when/if they no longer need the additional support.

Any teacher, parent/ carer or student concerns regarding SEND can be directed to the students form tutor, Kara Williams (SENCO), Natalie Maskell (Deputy SENCO) or Grace Harrison (Deputy SENCO). The SENCO and her team will make a holistic assessment of the student's difficulties using relevant information and organise interventions/support both within the Academy (e.g., first wave intervention within the classroom; form tutor support; Head of Year; Safeguarding Officer) and/or signpost to other multi-agency support (e.g. Educational Psychologists and/or Speech and Language Therapists). Supportive strategies and additional interventions can then be put in place and recorded on students' profiles according to individual need in order to support Quality First Teaching; these documents will be regularly reviewed.

### **4. How will both you and I know how my son/daughter is doing?**

The City Academy communicates regularly with parents/ carers about the progress of each student. This is done via termly meetings (face-to-face, via email or telephone call) to review progress and consider how best to support the student. Interventions that parents/ carers can help with at home can be discussed at these meetings and at consultation evening. In addition, parents/carers with a student on SEND support should contact the Higher Level Teaching Assistant attached to their son/daughter's year group for information.

The Academy also provides information for parents/carers through:

- The City Academy, Hackney newsletter, 'The City Times'
- The City Academy, Hackney website - <http://www.thecityacademyhackney.org/>
- The Principal's Updates on the website -
- <https://www.thecityacademyhackney.org/news/>
- The City Academy, Hackney Twitter site - <https://twitter.com/cityacadhackney?lang=en>
- Open Evenings
- Letters home
- SEND Parent Mornings
- Individual consultation meetings

## **5. How will the curriculum be matched to my child's needs?**

Students will, first and foremost, be supported in class by Quality First Teaching. All lessons are differentiated for a range of needs, including SEND. As well as using their own professional knowledge, teachers are supported by the SENCO, the Faculty of Learning team and on occasion, outside specialist support services to find suitable strategies for students with SEND. Needs and additional interventions are communicated to staff by means of Student Learning Profiles, bespoke training sessions, and staff briefings.

The Academy works in line with the plan prepared under [paragraph 3 of Schedule 10 to the Equality Act 2010](#) (accessibility plan) for:

- increasing the extent to which disabled pupils can participate in the school's curriculum
- improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

## **6. How will the Academy staff support my child?**

All teachers will be told about your child's individual needs via their Student Learning Profile and will endeavour to adapt their lessons to meet these. Teachers have experience or are trained in doing this. Where there are concerns regarding access, the teacher will raise this with the Faculty of Learning and the Special Educational Needs Coordinator.

Within the Academy there are a variety of staff roles to help us fully support your child: TAs, HLTAs, Lead HLTA, teachers, tutors, and behaviour mentors, for example.

Most of our students follow a traditional curriculum, however a small number of learners have a more personalised curriculum to match their individual needs and abilities.

**There are a wide range of targeted interventions currently in place to support students, including both academic and social, emotional and well-being support.**

## **Academic Support and Interventions**

- Quality First Teaching delivered across all subjects
- Bedrock – vocabulary and comprehension support
- Phonics – small group intervention
- Speech and Language Therapy
- Small group literacy and numeracy interventions
- Support from Teaching Assistants in lessons
- Access to a laptop during lessons where appropriate
- Smaller teaching groups for English, Maths and Science to enhance learning outcomes
- Homework Club, held daily from 3.30–4.00pm in the Lee Library, supported by Teaching Assistants and librarians

## **Social, Emotional and Well-being Support**

- Counselling services available to support emotional health
- Behaviour mentoring for students who require additional guidance
- Y7/8 Games Club during lunchtime to encourage social interaction and build friendships
- Transition support provided at Key Stages 2–3, 3–4, and 4–5 to ensure smooth progression through the school journey

### **7. How is the decision made about what type and how much support my son/daughter will receive?**

The SEND register comprises two categories. The highest category of need is those students who have an EHCP. These students require additional resources for which funding is made available. Decisions about the support required by the individual student will be made at review meetings to which the SENCO, parents/carers, student, outside agencies (including Health and Social Care) and other named individuals will be invited.

Some students will have additional needs that require extra support but this support will be at a level below that of an EHCP. These students will be identified as receiving 'SEND Support' and they form the second category of students whom we place on the SEND register. Students in this category may have a Student Learning Profile, which summarises their needs to teachers as well as identifying strategies that can usefully be adopted in the classroom.

Students' needs on the SEND register, whether at the level of EHCP or SEND Support, will be categorised according to the four following areas of need as specified in the SEND Code of Practice:

- Cognition and learning;
- Communication and interaction;
- Social, Emotional and Mental Health (SEMH);
- Sensory and/or physical.

See [SEND code of practice: Jan 2015](#)

## **8. How will my son/daughter be included in activities outside the classroom including physical activities and Academy trips?**

The Academy endeavours to be as inclusive as possible. All off-site activities are risk assessed to protect the health and safety of participants.

There are times when an additional risk assessment may be required for an individual student with SEND in order for them to participate in physical activities or an Academy day trip/ residential visit. In such circumstances the Academy, parent/carer and the student would be involved in this process and the Academy would liaise with the appropriate specialist support services. A range of planned enrichment activities cater for our students' diverse needs during Additional Studies enrichment (e.g., chess club; film club; debating society; gym trips; football and basketball clubs).

## **9. What support will there be for my son/daughter's overall wellbeing?**

The City Academy, Hackney considers student wellbeing to be of the utmost importance and there is a strong pastoral team to support and guide students throughout the Academy.

Every student has a Form Tutor and a Head of Year (i.e., the pastoral team). In addition, the pastoral team is supported by the SENCO. The Academy also has access to ASPACE counselling and Young Hackney services. Referrals to the ASPACE counselling service will be made via the pastoral team.

## **10. What specialist services and expertise are available at or accessed by the Academy?**

Both the SENCO and the Pastoral Team work with a range of services to ensure the needs of all students, including those with SEMH, are met.

These include:

- NHS Speech and Language therapists
- Hackney Education's Educational Psychologists
- Hackney Education's Speech and Visual Impaired and Hearing Impaired Team
- Hackney Education's Assistive Technology Specialist
- Hackney Education's Specialist Teachers
- ASPACE Counsellors
- Young Hackney Services
- Child and Adolescent Mental Health Services (CAMHS)

## **11. What training have the staff supporting children/young people with SEND had?**

- SEND expertise amongst staff include:
- SENCO National Award for SEND Coordination
- Understanding of identifying access arrangement needs
- Specialist SpLD Assessor and Literacy specialist teacher
- Targeted CPD; such as how to form explicit instructions for all students, using dual coding to enable all students to access learning
- Supporting students with ASC
- SEND refresher sessions for all staff

## **12. How accessible is the Academy environment?**

The Academy works in line with the plan prepared under [paragraph 3 of Schedule 10 to the Equality Act 2010](#) (accessibility plan) for:

- Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.
- Lifts are provided to ensure upper floor classrooms can be accessed by all students, including those with a physical disability or mobility difficulties. There are disabled toilet facilities. EVAC Chairs are provided for emergency situations where pupils need to get downstairs without use of their wheelchair/crutches. Other reasonable adjustments such as the provision of specialist equipment or preferred seating within the classroom are organised on an individual basis according to need.

## **13. How are parents/carers and young people themselves involved in the Academy?**

There is close liaison between the Academy and all parents/carers. Parents/carers of students with SEND are invited to attend consultation meetings with their son/daughter's. They are also invited to attend meetings with multi-agency support services where appropriate, as well as having regular communication with members of the Faculty of Learning. All parents/carers are invited to the half-termly SEND Parent Mornings with the SENCO and various outside agencies.

## **14. How do you involve other agencies in meeting the needs of children/young people with SEND and in supporting families?**

We work closely with a range of agencies and will involve the appropriate services as and when it is required. Agencies may be invited to observe, meet and assess/ report/ give advice on the individual student so that appropriate strategies and interventions may be put in place to support students and their families. Representatives from specialist support services will also be invited to attend review meetings for students with SEND and to deliver training sessions to teaching staff.

## **15. How will the Academy prepare and support my son/daughter to join the Academy, transfer to a new School/Academy or the next stage of education and life?**

The Academy has effective procedures in place to ensure a smooth transition between Primary School and Secondary School. Open Days are also available for students to familiarise themselves with the support and provision available. 1:1 tours for EHCP students with the SENCo are available in the Autumn term to support with consultation application and to ease the transition. In the Summer term, there will be a number of induction activities for SEND students and their parents. The SENCO and Lead SEND practitioner may attend review meetings at feeder Primary schools to enable the effective handover of relevant information.

For students with an EHCP transitioning from Key Stage 4 into post-16 education, the Academy provides a robust transition programme. This includes supported college visits, guidance with college applications and personal statements, and one-to-one meetings with an external, careers advisor. The SENCO and other key staff work closely with students, families, and further education providers to ensure that each young person's needs are clearly communicated and supported throughout the transition process.

When a student leaves The City Academy and continues in education, employment or training, all relevant information will be passed on to the new provider, including details about any provision for SEND and information about examination Access Arrangements

## **16. How else can you be involved?**

We need you to support us by encouraging your child to fully engage with their learning and any interventions offered by:

- Helping them to be organised for their day (including bringing the right equipment and books)
- Full attendance and good punctuality
- Completion of homework
- Checking and signing diaries
- Attending parents' meetings
- Attending any meetings specifically arranged for your child

## **17. How can your child contribute?**

Students are encouraged to:

- Take part in student voice activities
- Attend review meetings
- Contribute to target setting and reviewing

## **18. Who can I contact for further information?**

The first point of contact for any queries regarding a student at the Academy would be the student's tutor for pastoral needs or the student's class teacher for academic needs.

If your query still needs to be answered then you would contact the SEN Administrator, Rubina Parvin. You can contact her on 020 8525 5440 or [rubina.parvina@thecityacademy.org](mailto:rubina.parvina@thecityacademy.org)

## **19. What other support is available?**

Find out more about Hackney's Local Offer, which is available for young people with SEND. Alternatively, contact Hackney SEND Information, Advice and Guidance Service (SENDIAGS)

*Websites:*

<https://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/home.page>

<http://www.hackneylocaloffer.co.uk/sendiaqs>

*Email:*

[localoffer@hackney.gov.uk](mailto:localoffer@hackney.gov.uk)