



SEND Information Report

Sunnyside Primary Academy

Last updated: September 2025

SENDCo: Miss K Ridnell

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Dear Parents/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 SEND support works in our academy.

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

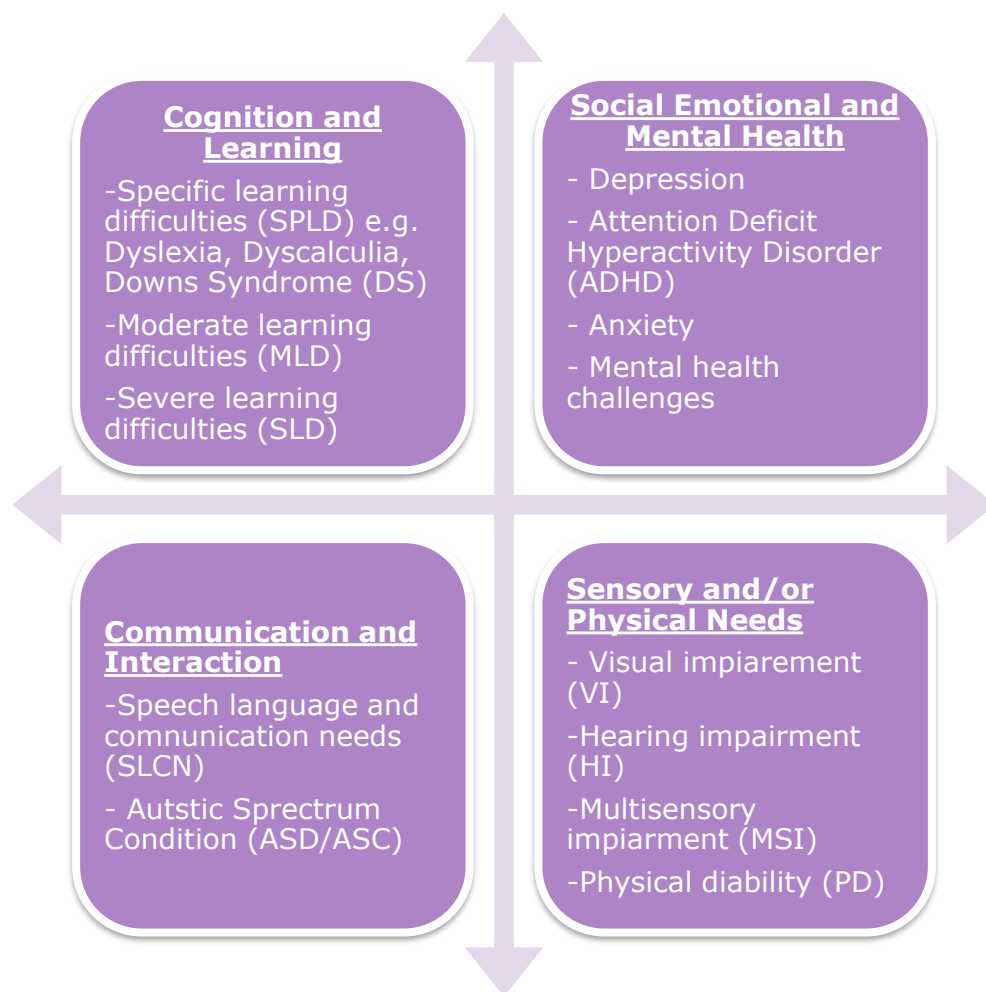
You can find it on our website <https://www.sunnysideprimaryacademy.org/>

Note: If there are any terms that 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, or please do not hesitate to ask us at the academy.

1. WHAT TYPES OF SEN DOES THE ACADEMY PROVIDE FOR?

Our Academy provides for pupils with the following needs:

Pupils may have needs within more than one of the four broad areas but are likely to have an identified main area of need. This figure is not an exhaustive list but provides contextual examples within each area.



At the academy SEN will be recorded using the census codes used nationally, which are listed below for you.

Pupil SEN provision

Code	Description
N	No special educational need
E	Education, health and care plan
K	SEN support

Pupil SEN type

Code	Description
SPLD	Specific learning difficulty
MLD	Moderate learning difficulty

SLD	Severe learning difficulty
PMLD	Profound and multiple learning difficulty
SEMH	Social, emotional and mental health
SLCN	Speech, language and communication needs
HI	Hearing impairment
VI	Vision impairment
MSI	Multi-sensory impairment
PD	Physical disability
ASD	Autistic spectrum disorder
DS	Down Syndrome
OTH	Other difficulty
NSA	SEN support but no specialist assessment of type of need

2. WHICH STAFF WILL SUPPORT MY CHILD, AND WHAT TRAINING HAVE THEY HAD?

Our SENCO is Miss K Ridnell.

They have 8 years' experience in leading Inclusion including SEND. They are a qualified teacher. They achieved the National Award in Special Educational Needs Co-ordination in 2023.

Class Teachers/ Teaching Assistants

All our Class Teachers and Teaching Assistants receive in-house SEN training, and are supported by the SENDCO to meet the needs of pupils who have SEN. Where appropriate, based on current cohort needs, we commission external training to support our ongoing provision for SEND.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that 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 may include, but are not limited to;

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians, as well as Academy nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services

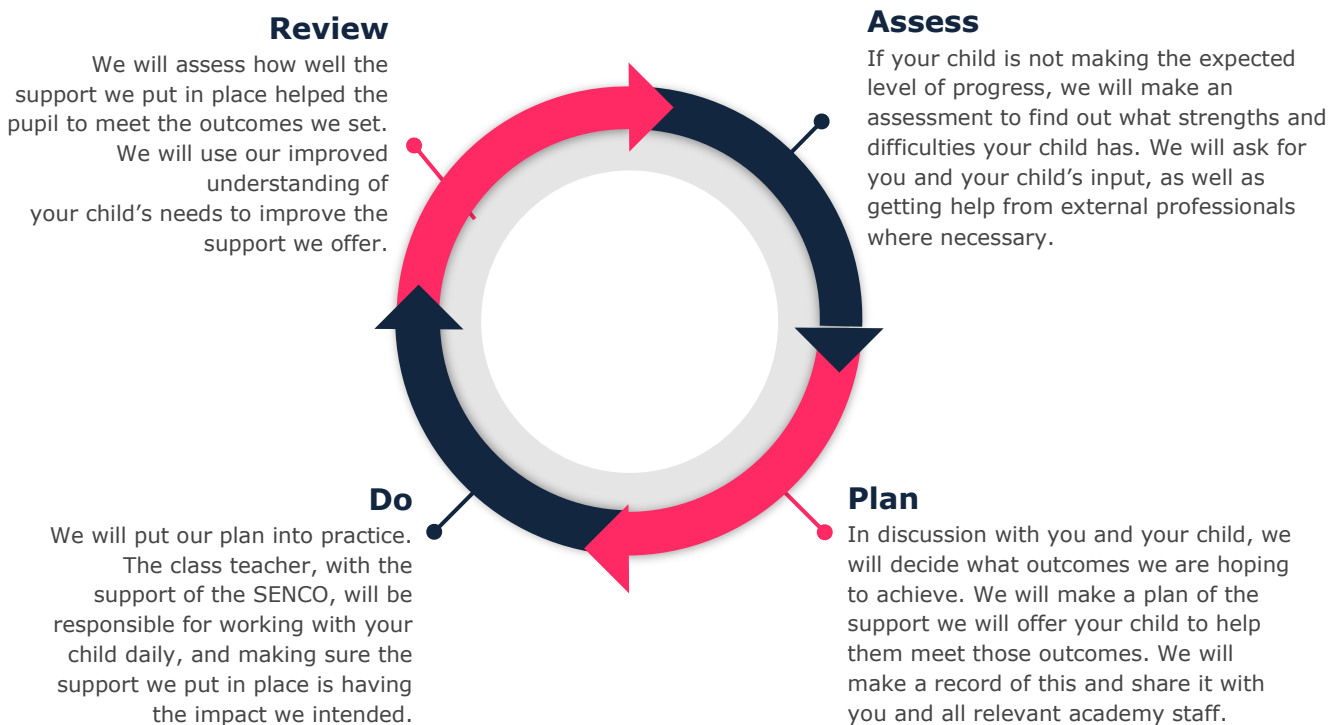
3. WHAT SHOULD I DO IF I THINK MY CHILD HAS SEN AND HOW WILL THE ACADEMY SUPPORT MY CHILD?

SEND Referral Process

ALL PUPILS receive Quality First Teaching	
Children can make progress at any point and return to QFT	<p>Step 1</p> <ul style="list-style-type: none"> • Member of staff or parent has Social, Emotional & Mental Health/Wellbeing or Academic concerns about a child • Discuss concerns with teacher, parent and support staff (where appropriate) and apply classroom strategies. • If concerns continue Teacher/Parent to discuss a referral to the Inclusion Panel to explore further.
	<p>Step 2</p> <ul style="list-style-type: none"> • Referral to Inclusion Panel Evidencing the strategies and support currently in place • Complete referral form, include all evidence collected and parental voice.
	<p>Step 3</p> <ul style="list-style-type: none"> • Inclusion Panel to meet fortnightly to screen referrals and complete next steps. • Inclusion to identify next steps this could include a referral to external services such as Educational Psychologist, Speech & Language • Feedback is sent to the Teacher within 48 hours of the meeting. • Teacher/SENDCo to feedback to Parent
	<p>Step 4</p> <ul style="list-style-type: none"> • SENDCo/Teacher to monitor child for a half term • If after this time the concerns are no longer present the referral is closed • If after this time the concerns remain present, and the child meets the following criteria <ul style="list-style-type: none"> ○ They are diagnosed with a need or require additional support alongside the standard curriculum. ○ They are having targets set by an external agency i.e. Educational Psychologist, Speech & Language Therapist ○ If they are significantly behind academically they will be added to the SEND Register and Parents/Carers will be informed. (see SEND flow chart)

5. HOW WILL THE ACADEMY 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 targets that we want to see your child achieve. When we run an intervention with your child, we will assess them before the intervention begins. 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, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the academy'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 annual reports on your child's progress.

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

- Set clear targets for your child's progress
- Review progress towards those targets
- 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 are 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 are 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 Academy life.

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.

If you have concerns that arise between these meetings, please contact your child's class teacher in the first instance.

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 stage. 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 targets
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a pupil voice activity

8. HOW WILL THE ACADEMY ADAPT ITS TEACHING FOR MY CHILD?

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

High quality inclusive 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 academy.

We will adapt how we teach to suit the way the pupils work 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 may include, but are not limited to;

- Adapting and scaffolding 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.
- Carefully considering our teaching approach, 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 may support pupils in small groups
- 1:1 instruction will be considered in specific circumstances, at which point funding requirements may need to be considered

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Intensive interaction Colourful semantics Visual support systems

	Speech and language difficulties	Speech and language therapy Small group work – which may include pre teaching or reviewing new vocabulary. Visual support systems Colourful semantics
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Coloured Overlays Extra time Small group pre teaching and revisits. Colourful semantics Visual support systems
	Moderate learning difficulties	
	Severe learning difficulties	
Social, emotional and mental health	ADHD, ADD	Quiet workstation Frequent movement breaks Visual Support Systems
	Adverse childhood experiences and/or mental health issues	Pastoral referral /ELSA support Referral to the Educational Psychologist Key worker/ trusted adults
Sensory and/or physical	Hearing impairment	Visual support systems Environment checks Advice from Specialist teacher
	Visual impairment	Environment checks Advice from specialist teacher
	Multi-sensory impairment	Sensory breaks Quiet workstation
	Physical impairment	Physical adaptations including equipment as per reasonable adjustments

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

9. HOW WILL THE ACADEMY EVALUATE WHETHER THE SUPPORT IN PLACE IS HELPING MY CHILD?

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

- Using provision maps, learning plans and academy data to measure progress each term
- Reviewing the impact of interventions after each cycle of Assess-plan-do-review
- Using pupil questionnaires
- Regular feedback from parents and carers
- Monitoring and analysis by the SENCO
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. HOW WILL THE ACADEMY RESOURCES BE SECURED?

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

- Extra equipment or facilities
- More support staff hours
- Further training for our staff
- New intervention resources
- 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 academy will cover costs in line with the SEN Notional funding it receives. Beyond this the academy will consult with the local authority to secure funds in line with their legal duty.

In some instances, funding may need to be secured before provision can be put in place, where possible the academy will aim to ensure there is minimal delay to this or utilise the best alternative in the interim.

11. HOW WILL THE ACADEMY MAKE SURE MY CHILD IS INCLUDED IN ACTIVITIES ALONGSIDE PUPILS WHO DON'T HAVE SEND?

All of our extra-curricular activities and academy visits are available to all our pupils, including our before and after-academy clubs.

All pupils are encouraged to go on our academy trips, including our residential trip(s) in Year 4 and Year 6.

All pupils are encouraged to take part in Sports Day/ Academy Plays/ Special 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 that they can be included. In order to fulfil this duty, the academy may consult with the family to ensure all possible adjustments are being utilised.

12. HOW DOES THE ACADEMY MAKE SURE THE ADMISSIONS PROCESS IS FAIR FOR PUPILS WITH SEN OR A DISABILITY?

Admissions are managed through the local authority.

The academy works with the local authority to ensure all pupils are admitted.

Where a pupil has an EHC plan, the academy will be consulted as to whether they can meet the needs and provision outlined in the plan. The SENDCo and senior leaders will review the information in the plan to ascertain whether they believe this is possible, and report back to the local authority.

All pupils whose plan names the academy is admitted, and the academy continues to do deploy their best endeavours to meet needs identified.

13. HOW DOES THE ACADEMY SUPPORT PUPILS WITH DISABILITIES?

Our vision is to contribute to GAT's wider network of inclusive schools that serve and strengthen their local communities and inspire pupils to love learning and to become active and responsible citizens.

Our mission is to provide high quality, engaging education that helps all pupils to make progress in their learning and development. We consider SEND provision to be an essential part of this vision and mission and therefore make all reasonable adjustments under our best endeavours to ensure provision meets needs.

We continually review our provision in line with the needs of the current cohort, adjusting training and provision accordingly.

14. HOW WILL THE ACADEMY 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 SEND are also encouraged to be part of wider academy activities to promote teamwork/building friendships.
- We provide extra pastoral support for listening to the views of pupils with SEND through key workers and through our learning plan review cycle.
- Nurture based and ELSA interventions are identified and implemented as required, with trained staff members.
- We have a 'zero tolerance' approach to bullying. You can read more about this in our Behaviour and Anti-Bullying policies.

15. WHAT SUPPORT WILL BE AVAILABLE FOR MY CHILD DURING TRANSITION PERIODS?

Sunnyside Primary Academy has a Transition protocol in place that is utilised by both the Primary and Secondary sites. More information can be found within this protocol and is inclusive of provision for pupils with SEND.

16. WHAT SUPPORT IS IN PLACE FOR LOOKED-AFTER AND PREVIOUSLY LOOKED-AFTER CHILDREN WITH SEN?

Our Designated Teacher, Miss K Ridnell for Looked After Children works with the wider team to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND 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 SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN learning 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?

The Trust takes very seriously any concern or complaint about the education or other services we provide or about the conduct of our staff. We believe that by tackling concerns at the earliest possible stage it allows us to improve relationships, enhance learning, prevent issues escalating and reduce the number of formal complaints we receive. Complaints about SEN provision in our academy will be dealt with in accordance with our complaints policy and procedure which is available [here](#) or on the academy's website. complaints policy.

You should exhaust all stages of our complaints procedure before considering any escalation to other agencies.

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

If you feel that our academy discriminated against your child because of their SEND, 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-academy/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. Details of this can be found within the local offer.

18. WHAT SUPPORT IS AVAILABLE FOR ME AND MY FAMILY?

If you have questions about SEND, or need any support 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 [Local Offer | West Northamptonshire Council](#).

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are: [West Northants SEND IASS |](#)

Local charities that offer information and support to families of children with SEND can be found on the SEND Local Offer Directory: [SEND Local Offer directory | West Northamptonshire Council](#)

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

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

19. GLOSSARY

- **Access arrangements** – special arrangements to allow pupils with SEND 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 SEND 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 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 academy or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the academy 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 which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the academy 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 academies must follow to support children with SEND
- **SEN information report** – a report that academies must publish on their website, that explains how the academy supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, academies or institutions or life stages