Special Educational Needs (SEN) Information Report 2026-27

Key Information

Principal: Mr Oliver Walker
Assistant Principal for SEND and Inclusion: Rachael Kissock
SENDCo: Miss Sarah Lawson
SEND Governor: James Richardson
Link to Local Offer: https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/

Vision

Accrington Academy is an inclusive school. We aim to create a learning environment which is flexible enough to meet the needs of all members of the school community. We shape and develop provision for all of our learners, ensuring achievement for all. We also work to create an inclusive culture and aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skill.

The Academy works closely with many specialist support providers who are able to work with us in supporting student to access learning. Students who are experiencing medical or personal problems are fully supported to enable them to integrate quickly into school life and their curriculum.

At some stage in a students educational career they will experience times when they need additional support with their learning. We place an emphasis on strong support for students with additional needs. These needs may be learning, social, emotional, behavioural or medical. We provide individual, small group and classroom support for all students that require extra help to be successful and make progress with their learning. The learning of these students is monitored carefully and intervention strategies are put in place quickly to ensure students make the progress they are capable of. Students are supported with strategies that will help them in their classroom and around the school.

Context

Which types of need are supported at Accrington Academy?

As of September 2026, Accrington Academy has 943 students on roll, of which 26 have an Education, Health and Care Plan (EHCP) and 128 access SEND Support (K).

Glossary
SEMH: Social Emotional Mental Health
C&L: Cognition and learning
C&I: Communication and interaction
S&P: Sensory and physical

Please note: scores below are based on primary need

	SEMH	C&L	C&I	S&P	EHCP	Boys	Girls
Year 7	15	6	11	1	2	1	1
Year 8	15	2	13	1	5	3	2

Year 9	6	1	13	1	6	4	2
Year 10	16	1	55	1	7	5	2
Year 11	5	14	12	2	6	4	2
TOTAL	56	24	64	6	26	17	9

Local and National Picture

	Accrington Academy September 2026	Lancashire Local Authority (Jan 2024 data)	National (Secondary)
Students with an EHCP	2.76%	4.9%	5.3%
SEND Support	13.57%	12.2%	14.2%

Admissions

How do students with SEND get a place at Accrington Academy?

Please refer to: https://www.accrington-academy.org/about-us/admissions

Students with an EHCP

- If your child is in Year 5 or Year 6, your preferred secondary school will be discussed at their annual review. The SENCo at Accrington Academy may be invited to attend your child's annual review at Year 5 and/or Year 6 to understand more about your child's needs and how they could be supported.
- The SENCo at your child's primary school will specify your preferred secondary school as part of the annual review process in year 6, this will be sent to Lancashire Local Authority SEND team who confirm your admissions request has been approved via the release of an amended EHCP.
- If your child has an EHCP and is already at secondary school, you must discuss any requested change of placement via the statutory annual review process.

No student will be refused admission to Accrington Academy based on his or her special educational needs. In line with the Equality Act 2010, we will not discriminate against disabled children in respect of admissions for a reason related to their disability.

Where Lancashire Local Authority proposes to name Accrington Academy in an EHCP, made in accordance with section 324 of the Education Act 1996, the school will be sent a consultation and will outline whether the student's needs can be met and whether a place will be offered or not. If it is deemed that it would be incompatible with the provision of efficient education for other children, this will be outlined in the consultation response to the Local Authority.

Accrington Academy will admit any child in whose EHCP it has been appropriately named. In deciding whether a child's inclusion would be incompatible with the efficient education of other children, the school will have regard to the relevant guidance issued by the Secretary of State to maintained schools.

Accrington Academy welcomes any requests to visit our site to ensure we can meet individuals' needs (with advice as necessary from health professionals on suitability).

Identification

How are additional needs identified at Accrington Academy?

The SEND Code of Practice (2014) states: 'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely **provision different from or additional to that normally available to pupils of the same age.** Making higher quality teaching normally available to the whole class is likely to mean

that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.'

Upon entry to Accrington Academy (or on referral from a parent or staff member), we assess each student's skills, building on information from previous settings and key stages where appropriate. At the same time, Accrington Academy will consider evidence that a student may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Only medical professionals will make formal diagnosis of any SEN in all areas of need – screening tools, assessments and observations will be used to support referrals where necessary, but staff at school should not indicate traits or offer any potential diagnoses.

Assessments may include:

- Standardised test results
- MidYIS scores
- Reading and numeracy ages (NGRT)
- Dyslexia screening (GL assessment)
- Dyscalculia screening (GL assessment)
- Exact (GL assessment)
- Working memory (Lucid Recall)
- Emotional Literacy Assessment
- Input from external professionals (e.g. educational psychologists, speech and language therapists, specialist teachers, ELCAS)
- Assessments by class teachers identifying students with:
  - Significantly slower progress compared to their peers
  - Failure to match or exceed previous progress
  - Failure to bridge the attainment gap with peers.

What would not constitute SEN?

Drawing on guidance from the SEND Code of Practice (2014):

- Persistent disruptive or withdrawn behaviours do not necessarily mean that a young person has SEN. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate.
- Low attainment or slow progress do not necessarily mean that a student has SEN. In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the student's progress, alongside national data and expectations of progress.
- Difficulties related solely to limitations in English as an additional language are not SEN.
- Professionals should also be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to young people having SEN but it can have an impact on wellbeing and sometimes this can be severe. Schools should ensure they make appropriate provision for a student's short-term needs in order to prevent problems escalating.
- The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools Mental health and behaviour in schools

What should I do if I am concerned that my child has SEN?

- Parents know their children best and it is important that we listen and understand when parents/carers express concerns about their child's development.
- In the first instance, parents/carers should email the SENCo: sarah.lawson@accrington-academy.org requesting to book a call with the SEN team to discuss their concerns.
- The first response to such concerns should be high quality teaching targeted at the child's areas of weakness. Where progress continues to be less than expected the subject teacher, working with the

SENCo, will assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) Accrington Academy will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required.

The Graduated Approach

What are the school's arrangements for assessing and reviewing students' progress towards outcomes?

Assess

- The SENCo and SEN team will carry out a clear analysis of the student's needs, in partnership with other staff within the Academy.
- The views of parents, the student and, if relevant, advice from external support services will also be recorded.

Plan

- All teachers and support staff who work with the student will be made aware of the student's needs, the support provided and any teaching strategies that are required. This information will be recorded on a 'Learner Profile' (Individual Education Plan).
- Parents will be fully aware of the planned support and will receive a copy of their child's learner profile.
- Accrington Academy ensures that all students have access to a broad and balanced curriculum. Subject Leaders make sure that their schemes of learning are adapted for students with SEN (with guidance from the SENCo, as required).
- Individual teachers (under the guidance of Faculty Leaders, where necessary) will plan lessons to address potential areas of difficulty and to remove barriers to student achievement.

Do

- The student's teachers remain responsible for working with the child on a daily basis.
- Where the student has interventions that involve group or one-to-one teaching away from the main class, the SENCo will monitor the impact of this support and how the learning can be linked to classroom teaching.
- See also our 'Interventions Offer' below.

Review

- After 12 weeks (or on the date agreed), the impact of the support will be evaluated against student progress.
- A review will take place through a discussion (either on the phone, online via Teams or in-person) with parents, the student and the student's Key Worker (or SENCo / Strand Lead/ Keyworker)
- Progress will be evaluated alongside the views of the student and their parents.
- The Key Worker (or SENCO) will revise the support in light of the student's progress, deciding on any changes to the support in agreement with the parent and student.
- A record of the action and support agreed through the discussion will be shared with all appropriate school staff.
- The student's learner profile will be updated and discussed with parents.
- Where a student continues to make less than expected progress, despite support and interventions, the SENCo will involve specialists (e.g. educational psychologist, speech and language therapist, ELCAS, specialist teachers, occupational therapist). The student's parents will always be involved in any decision to involve specialists.
- Where a student has an EHC plan, the local authority must review that plan as a minimum every twelve months.

Requesting an Education, Health and Care needs assessment

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the young person, the young person has not made expected progress, the school or parents can request an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of the graduated approach.

Interventions Offer at Accrington Academy

What additional support outside of the main classroom teaching can students and parents access?

- Targeted numeracy intervention
- Targeted literacy intervention
- Speech and Language sessions
- Interaction and Communication sessions
- ELSA support
- Transition/ Friendship group sessions
- Precision teaching
- Pre/ Post teaching
- HI/ VI support
- Drawing and Talking (attachment based therapy)
- Parental engagement sessions (SEND focus)
- Specialist teacher sessions/ input
- Any other intervention specified in EHC plans as agreed by the SENCO and Local Authority

Exam Access Arrangements

Access Arrangements, Reasonable Adjustments and Special Consideration - JCQ Joint Council for Qualifications

At Accrington Academy we endeavour to ensure that students who require extra support in their exams receive this. This is based on diagnostic testing as well as collating evidence of a history of need and a student's normal way of working.

Belonging

How are students with SEND encouraged to take part in the wider school offer and learning opportunities?

At Accrington Academy, we are proud to deliver education with character.
We offer our students exciting opportunities and programmes that challenge them to experience new things, explore their interests, develop their talents and strengthen their values. These wider opportunities are what equip our students with the character attributes that will enable them to succeed in later life. This sits in line with one of the six key principles within United Learning's Curriculum.

Here at Accrington Academy our aim is to offer students a well-planned programme that is specifically designed for our students to become well-rounded, successful individuals. We hope that these opportunities allow our students to develop their character traits, attributes and behaviours that underpin success in education and work.

Our mission at Accrington Academy is 'building character, creating learners and transforming lives', this sits alongside our TEAM values which are:



We understand that this is only part of developing a young person's character, therefore we offer opportunities and challenges that will develop character further.

Education with Character, a prominent component of Secondary Education, plays an increasingly vital role in equipping students with essential life skills for their future. This approach encompasses various facets, such as instilling good morals, fostering responsibility, promoting independence, nurturing manners, and cultivating active citizenship. Our school prides itself on upholding core character values, emphasizing truthfulness, hard work, ambition, and good manners. Our staff adhere to a firm, friendly, and equitable approach in fostering mutual respect between students and themselves. They serve as exemplary role models, fostering positive student-staff relationships.

Our TEAM Values run throughout the whole school experience and we systematically ensure it is embedded across all areas. Some examples of this are:

1. Lessons: The curriculum incorporates PSHE/RSE/Education with Character across various subjects. Form tutors also contribute to character development during dedicated form time.
2. Assemblies: Throughout the academic year, character values are consistently emphasized in school assemblies.
3. Talks: All guest speakers align their presentations with our core character values.
4. Enrichment: Numerous clubs and excursions are designed to enhance students' character development.
5. Tutor Time: Students receive valuable information through Form Tutors, focusing on awareness and safety as part of Education with Character tutor time.

Please see the "Education with Character Policy" on the school website

Parent and Student Voice

How are students and families included in decision making?

- Annual online United Learning Survey for parents and students
- Termly learner profile reviews
- Parental engagement meetings
- Dedicated SEND student voice activities
- EHCP reviews
- Parent/ carer meetings (keyworker meetings, parent's evening, etc)
- Parent/ Carer coffee afternoons

Transition

Primary School Transition

- SEND transition days (students that may require additional transition days to attend)
- Targeted visits and planning with primary school SENCOs and Y5/6 teachers to ensure a smooth handover of key information
- SEND team visits to primary school (to conduct observations, have discussions, and gather information)
- Y6 parent transition evening to meet key staff
- Y6 parents evening and meet your tutor event for students

KS3 to KS4 Transition

- Personalised student support to guide through the options process
- Options evening parental meeting with the SENCo
- Guided pathways which offer vocational options to support students with cognition and learning needs

Post 16 Transition

- Personalised career advice for SEND students (parents invited to join careers meetings, if required)
- Additional meeting with the careers advisor for SEND students
- School shares information before the young person takes up their post 16 place
- Post 16 careers day (for SEND students and parents)
- For students with EHC plans, discussions about post-16 options will be part of the preparing for adulthood focus of ECH plan reviews, which must be included as part of the review from Year 9 (age 13-14)

Training

What training do staff undertake at Accrington Academy to support students with SEND?

Available to all staff:

- September INSET: whole school SEND systems, student transition & access arrangements
- De-escalation and disruption free learning: supporting students with SEND
- Tailored SEND briefings (as needed in response to key themes or challenges)
- Vulnerable learner briefings offering key information about specific SEND students
- Educare courses completed whole school with SEND focus (ADHD, ASD, SEND code of practice, etc)
- UL Hub provides resources and support for teaching students with SEND

Subject Leaders:

- Subject specific curriculum adaptations for students with SEND (scheduled departmental sessions with SENCo for collaborative planning - NASEN).
- SENCo and Subject Leaders joint learning walks, book looks and SEND student voice.

SEND Teams:

- ELSA
- EBSA pathway
- Trauma informed approach to supporting behaviour
- Cognitive behavioural therapy training
- Precision teaching
- Speech and language
- Educare courses (Trauma and ACEs, ADHD, ASD, SEND code of practice, Dyslexia, Dyscalculia, SLCN, etc)

Links to other Useful Policies and information

- https://www.accrington-academy.org/about-us/policies