



SEND Information Report

September 2025

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Written by:	Gail Kenlin Assistant Principal – SENDCo
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The Thomas Deacon Academy's SEND Information report has been written in line with the following areas of legislation and guidance:

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)
- Children and Families Act (2014)
- Equality Act (2010)

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If you require support to access this document, please contact us.

The Big Questions:

1. What is meant by 'Special Educational Needs'?
2. What types of SEND does Thomas Deacon Academy provide for?
3. How do we identify a child with SEND?
4. How do I raise any concerns I have regarding my child having SEND?
5. How are children with SEND supported in accessing the mainstream curriculum?
6. What additional support does Thomas Deacon Academy offer?
7. What support is offered to assist with my child's wellbeing?
8. How does Thomas Deacon Academy support students with medical conditions?
9. What are Exam Access Arrangements and how could these help my child?
10. Will my child be able to access all activities offered in school?
11. How do Thomas Deacon Academy monitor the effectiveness of our SEND arrangements/provision?
12. Who might be working with my child?
13. How will you work with me to achieve the best outcomes for my child?
14. How does my child share their views?
15. What arrangements does Thomas Deacon Academy make to support transition?
16. How does Thomas Deacon Academy ensure that teaching and support staff are appropriately trained to support my child's Special Educational Need and/or Disability?
17. Which other agencies might be involved to help to support my child?
18. Who should I contact if they have a complaint about the Academy's SEND provision?
19. What is the Local Offer and where can I find out more about it?
20. Where can I find out more information about my child's Special Educational Need and/or Disability?

What is meant by 'Special Educational Needs'?

A child has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child with Special Educational Needs:

- Has a **significantly** greater difficulty in learning than the majority of others the same age.
- Has a disability which prevents or hinders them from making use of facilities generally provided for others of the same age in mainstream schools.

Many children and young people with SEN may have a disability under the Equality Act 2010.

".....a physical or mental impairment which has long term and substantial adverse effect on their ability to carry out normal day to day activities."

This definition includes sensory impairments such as those affecting sight or hearing and long term health conditions. Children with those conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision, they will also be covered by the SEN definition.

What types of SEND does Thomas Deacon Academy provide for?

Staff at Thomas Deacon Academy are aware of the needs of different types of learners. Lessons are prepared with these needs in mind at all times.

We provide Quality First Teaching for students with the following Special Educational Needs:

- **Communication and Interaction Difficulties**

For example:

- Speech, Language and Communication Needs (SLCN)
- Autism Spectrum Condition (ASD)

- **Cognition and Learning Difficulties**

For example:

- Moderate Learning Difficulties (MLD)
- Specific Learning Difficulties (SpLD) such as Dyslexia, Dyscalculia, Dyspraxia

- **Social, Emotional and Mental Health Difficulties**

For example:

- Attention Deficit Hyperactivity Disorder (ADHD)
- Anxiety

- **Sensory and/ or Physical Needs**

For example:

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Physical Disability (PD)

How do we identify a child with SEND?

Thomas Deacon Academy identifies children/ young people with Special Educational Needs and/or Disabilities through:

- Transition meetings with feeder primary schools
- Screening students on entry followed by ongoing monitoring and target setting
- Testing and assessing students
- Referrals from parents/carers, teachers, tutors, Heads of Year, pupil self-referral or other stakeholders
- Referrals from teachers, tutors and Heads of Year via our Graduated Approach
- Lesson observations
- Liaison with external agencies

The Graduated Approach enables teachers to identify children with SEND. After following the Graduated Approach, teachers refer to the SEND Team to complete further screeners and assessments.

How do I raise any concerns I have regarding my child's SEND needs?

Direct contact via email, telephone [Link to contact details.](#)

- Parents' evenings
- 1:1 meetings (either face to face or online)
- Annual Review meetings

How are children with SEND supported in accessing the mainstream curriculum?

Thomas Deacon Academy promote 'Quality First Teaching' which takes into account the learning needs of all students.

- Teaching staff plan according to the needs and requirements of all students in the classroom.
- Teaching and support staff in the school are aware of a student's requirements through their Pupil Passport and work to meet their needs through following the suggested strategies.
- Teachers will effectively adapt resources and teaching to enable students to access all aspects of the curriculum to the best of their ability, thus ensuring that they reach their full potential.

- Teachers work within lessons to support students in meeting the targets on their Learning Plans (APDR documents).

The level of the individual student's needs will be assessed and support allocated accordingly. You and your child will be kept informed and encouraged to be involved in all stages of this support

What additional support do we offer?

Students requiring support which is 'additional to' or 'different from' will be placed on the SEND register. We will work with you and your child to create a Pupil Passport which will be regularly reviewed and distributed to all members of staff to enable the best strategies for learning can be employed in every lesson.

Additional support could include:

- Bespoke one to one interventions
- Mentoring sessions
- Small group literacy interventions
- Social Skills interventions
- Homework club
- Arts and Crafts Club
- Speech and Language sessions
- Breakfast Club
- Physiotherapy
- Personal care

What support is offered to assist with my child's wellbeing?

Heads and Deputies of each Year team support all students; these are members of staff that are available to assist students throughout the school day. In addition, your child will be placed in a tutor group; your child's tutor will oversee the wellbeing of your child on a day-to-day basis.

Other support and intervention programmes are offered through / by:

- Learning Mentor
- ELSAs
- Higher Level Teaching Assistants
- Interventions Manager
- Teaching Assistants
- Medical Needs Supervisor
- Enrichment opportunities
- Breakfast Club
- Young Carers group
- Early Help Assessment
- External agencies (including specialist teachers, physiotherapists, advisory

teachers, educational psychologists etc)

How does Thomas Deacon Academy support students with medical conditions?

Our Medical Needs Supervisor is available to assist students with known medical conditions.

This includes the administration of medicines as authorised and directed by parents/carers and health professionals and the monitoring and sharing of Healthcare Plans.

Students with medical conditions are fully supported to ensure they have full access to education and enjoy the same opportunities as any other young person.

For further details, please see our ['Supporting Students with Medical Needs' Policy](#) and our ['Children Who Cannot Attend School for Health Reasons Policy'](#) on the school website.

What are Exam Access Arrangements and how could these help my child?

Access arrangements are adjustments for candidates based on evidence of need and normal way of working. At the end of KS3, identified students will complete a series of detailed assessments with an external professional and agree an application for access arrangements such as readers, scribes or extra time in exams and assessments.

Each year, JCQ produce a document setting out the range of adjustments that can be requested to ensure students with particular needs are not disadvantaged by the assessment methods.

Access arrangements represent a "normal way of working" and these are applied across the curriculum. They are reasonable adjustments that should level the playing field. They are **not** in place to create an unfair advantage, nor should they disadvantage a young person. However, if a student decides not to take advantage of the support offered, these will be removed.

For more information on the ['Exam Access Arrangements Policy'](#), please click on the link.

For more information on the JCQ's '[Access Arrangements and Reasonable Adjustments](#)', please click on the link.

Will my child be able to access all activities offered in school?

Thomas Deacon Academy aim to be as inclusive as possible. The school is a modern, purpose-built environment, which has wheelchair access; disabled changing and toilet facilities.

Additional specialist equipment is available for the use of SEND students.

Where considerations regarding access are a concern, we involve parents and carers in the planning by meeting in person or communication through email/telephone.

Further information can be found on the '[TDA Disability Accessibility Action Plan](#)' on our school website.

How do we monitor the effectiveness of our SEND arrangements/ provision?

- Student and parent feedback
- Feedback from staff
- Through using the "Assess, Plan, Do, Review" cycle
- Analysing checkpoint data and adjusting support as necessary
- Monitoring and evaluation of data and assessments

Who might be working with my child?

- Head of Year / Deputy Head of Year
- Assistant Principal – SENDCo
- Interventions Manager
- Form tutor
- Class teacher
- Teaching Assistants
- Higher Level Teaching Assistants
- Learning Mentors
- Advisory Service Teachers
- Neighbourhood School Police Officer

- Attendance Services
- Other targeted professionals

How will you work with me to achieve the best outcomes for my child?

At Thomas Deacon Academy, we value working in close collaboration with parents / carers / external partners. We firmly believe that a partnership approach is the best way to offer effective support to any young person.

We offer the following opportunities in addition to the normal reporting arrangements thus enabling you to discuss progress, to plan and review support, discuss specific approaches and/or programmes,

- Annual Reviews
- Interim reviews
- Parental meetings
- Email contact
- Telephone contact
- Drop-In sessions

How does my child share their views and contribute?

- By completing the feedback questionnaire during Annual Review meetings.
- Talking with their tutor, Head of Year, SEND Coordinator and Learning Support staff.
- Sharing their views through Student Voice questionnaires.

What arrangements does Thomas Deacon Academy make to support transition?

The following arrangements help children/ young people and their parents/ carers to make a successful transfer to/from our setting/ school:

- Close liaison with SENDCos from primary school/Post 16 providers for students identified with Special Educational Needs.
- All primary school students are visited by a member of TDA during the summer term, during this meeting students can voice any concerns they may have about transition.
- Two primary transition days will take place during Term 6 to ease the transfer to secondary school.
- In addition, some students may be invited to attend additional transition sessions; these run throughout Term 6 and offer students further opportunities to get to know the

school and the staff with whom they will be working.

- SENDCo will attend Year 5 and Year 6 EHCP Annual Reviews whenever possible.
- The SENDCo from the Post 16 provider will be invited to attend all Year 11 EHCP Annual Reviews.

We prepare children and young people to make their next move through:

- Preparation in lessons and tutor times.
- Meetings with parents to discuss any concerns.
- Meetings with professionals who may need to play a part in the transition process.
- Additional visits to the setting.
- Annual Review transition meetings for children with an Education, Health and Care Plan (EHCP).

How does Thomas Deacon Academy ensure that teaching and support staff are appropriately trained to support my child's Special Educational Need and/or Disability?

All staff receive regular professional development throughout the year to develop expertise within the Academy.

All staff will be subject to ongoing Professional Development training sessions in areas such as, but not limited to:

- Safeguarding
- Equality Act
- Autism awareness
- ADHD classroom strategies
- Visual Impairment classroom strategies
- Mental Health awareness
- Manual Handling
- MSI training
- Physical Disability Training
- Supporting young people with a hearing Impediment

Details of training offered by the Peterborough SEND Hubs are also shared with all staff each term.

Which other agencies might be involved to help to support my child?

Thomas Deacon Academy has a large team of support staff with a wide variety of experience in supporting SEND students to overcome barriers to learning. With this

dedicated support, they are able to reach their full potential.

In addition, we may access additional support from the following services

- Education Psychology Service
- School Nurse
- Child & Adolescent Mental Health Services
- Specialist Autism Outreach Services
- Specialist ADHD Outreach Services
- MSI Services
- Visual Impairment Services
- Hearing Impairment Services
- Occupational Therapy

Who should I contact if they have a complaint about the Academy's SEND provision?

Please request a meeting or by email/telephone or by following our Complaints Procedure ([click here for the link](#)).

What is the Local Offer and where can I find out more about it?

The Local Offer is the Council's offer for parents and young people. It will include provision both in and out of the Academy and will include services and support provided by private and voluntary sectors, as well as the Council and National Health Service.

Peterborough's Local Offer is aimed at providing better support and services for children and young people with special educational needs.

The Local Offer has been developed in close partnership with Family Voice (Peterborough's Parent Carer Forum) and with a wide range of service providers. Their aim is:

- To improve outcomes for children and young people by making information easily available to help make better choices.
- To enable children, young people and families to be informed and empowered to make choices.
- For you to be clearer about what is available and why, and what alternatives are available.
- To provide more effective signposting and to get it right first time.

[Please click here to see the Peterborough Local Offer:](#)

Where can I find out more information about my child's Special Educational Need and/or Disability?

Service:	Number:	E-mail address:
Additional Learning Needs Team	01733 864500	
Autism Specialist Teacher Team	01733 864009	
Educational Psychology Service Helpline	01733 863690	
Neurodevelopment Service	01733 777939	
Occupational Therapy Team	01733 777937	
Physiotherapy Team	01733 776277	
School Nursing Service	01733 777937	
SEND Partnership Service	01733 863979	pps@peterborough.gov.uk
Speech and Language Therapy Service	01733 758298	
Statutory Assessment and Monitoring Service	01733 863733	SENteam@peterborough.gov.uk