



Special Educational Needs and Disabilities (SEND) Information Report

The Canterbury Academy
Part of The Canterbury Academy Trust
Knight Avenue, Canterbury, CT2 8QA
Website: www.canterburyacademy.co.uk

Inclusion Team
SEND Governor:
Mr Terry McMahon

Senior Vice Principal of Inclusion / SENDCO:
Mrs Lisa Hopper

01227 463971 or Inclusion@canterbury.kent.sch.uk

Inclusion Team

Mrs Aimee McKay
(Director of SEND Communication & Interaction including Campus Lead Cullum Centre)

Mrs Victoria Holman
(Director of SEND Cognition & Learning)

Mrs Emma Vinn
(Director of SEND Social, Emotional and Mental Health including Nurture classes)

Miss Bryony Tupper
(Director of SEND Physical & Sensory including HI SRP & SLCN SRP)

Approved by: Sarah Morgan

Date: 25.09.2025

Next review date: 25.09.2026

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 SEND support works in our school.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood.

All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:



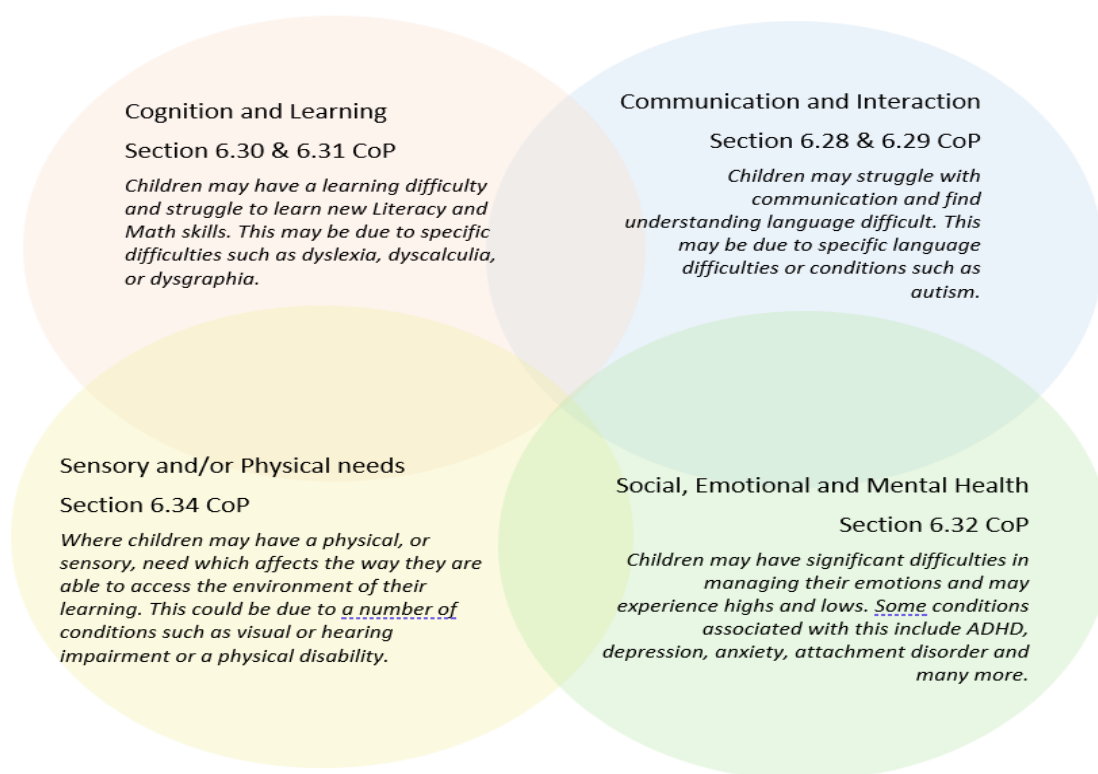
If you want to know more about our arrangements for, SEND, read our SEND policy alongside this Information Report.

Overall statement of SEND provision in the school

The Canterbury Academy School currently provides additional and/or different provision for a range of diverse needs; in accordance with the SEND code of practice (June 2014, updated April 2020), including:

- Communication and Interaction difficulties, for example, autistic spectrum condition and students with speech and language difficulties.
- Cognition and Learning difficulties, for example, dyslexia, dyspraxia, moderate and multiple learning difficulties.
- Social, Emotional and Mental Health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or Physical Disability, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

For the admission of students with diagnosed or presenting learning need, all reasonable adjustments would be made to ensure that the student is a fully included member of our Over



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a wholistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

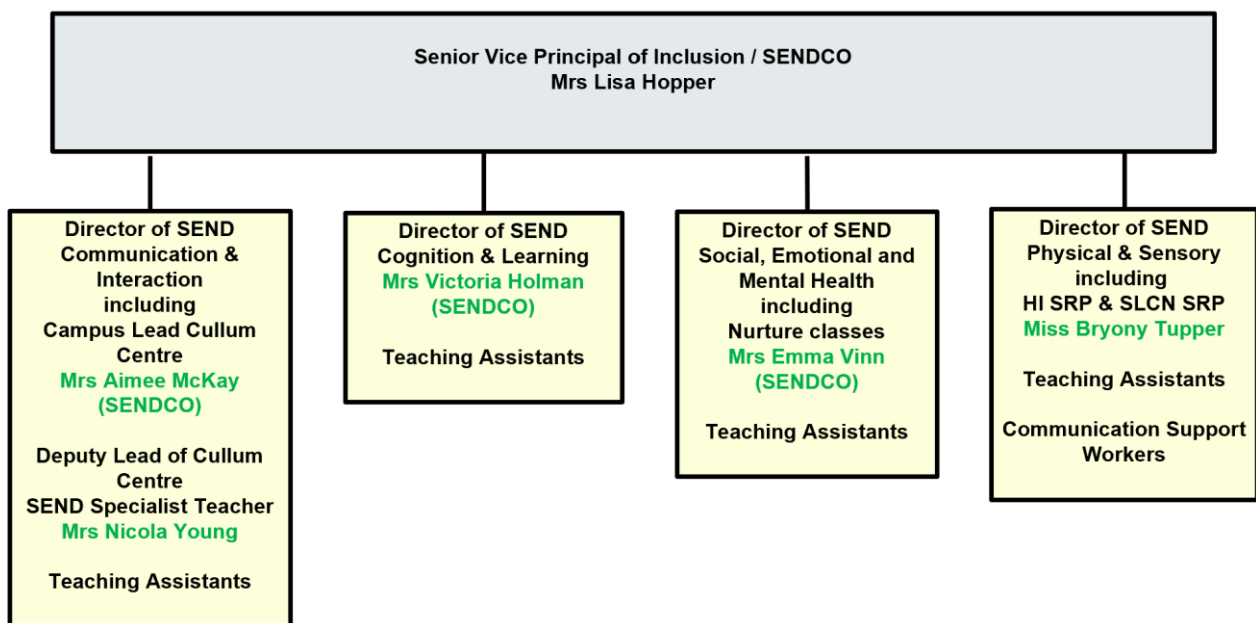
[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/422267/SEND_Code_of_Practice_January_2015.pdf)

Staff & Key responsibilities



At Canterbury Academy all staff are considered responsible for supporting the needs of students with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of student needs.

Below outlines key staff who will be supporting your child. *Please note that this list is not exhaustive.*



Our SENDCO for Canterbury Academy is Mrs Lisa Hopper.

Other SENDCOs at Canterbury Academy are Mrs Aimee McKay, Mrs Victoria Holman or Mrs Emma Vinn.

Inclusion@canterbury.kent.sch.uk

They are all qualified teachers. They have all achieved the National Award in Special Educational Needs Co-ordination.

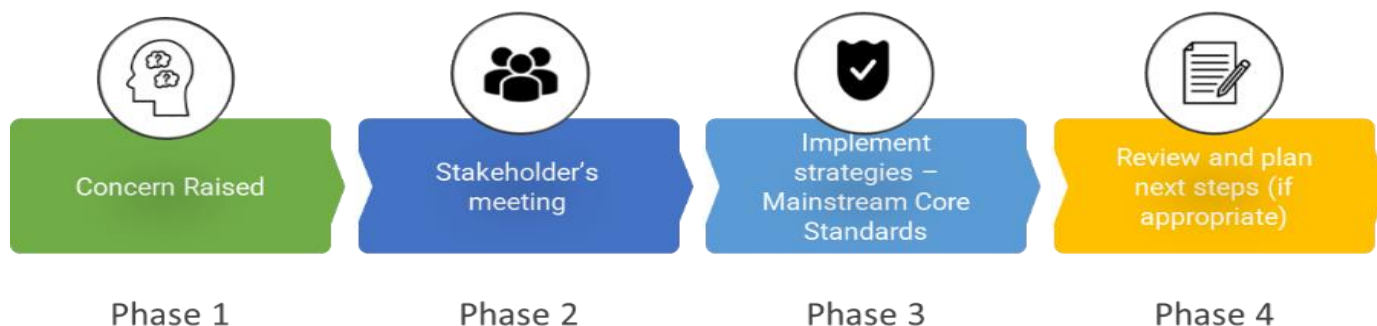
We believe at Canterbury Academy that ***SEND is everyone's responsibility and the best place for students to learn is with their peers.***

External agencies

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

- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Educational psychologists
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Safeguarding services
- School Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists
- Voluntary sector organisations

What should I do if I think my child has SEND?

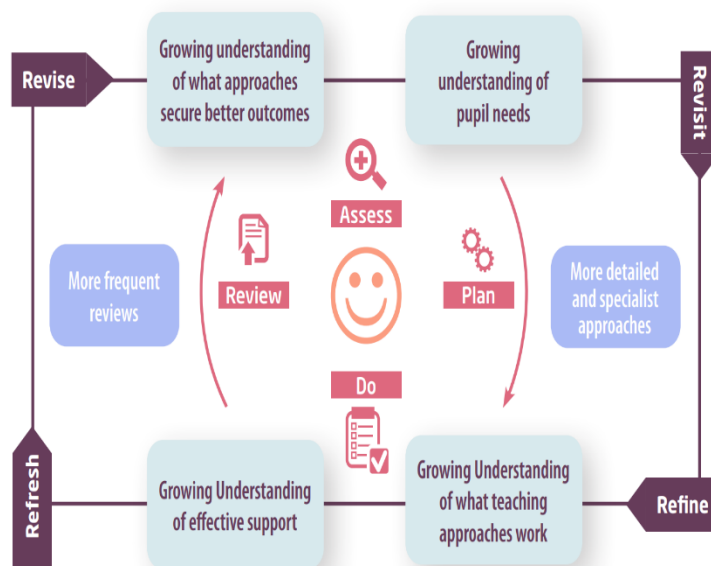


Phase 1	If you think your child might have SEND, raise your concern with the school so that the SEND department are aware. To raise a concern, you can contact the mentor, Directors of SEND or SENDCO using the inclusion@canterbury.kent.sch.uk
Phase 2	We will meet with you to discuss your concerns and 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.
Phase 3	We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf . This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.
Phase 4	If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support, and this will be reviewed using the assess, plan, do, review model.

How will the school measure my child's progress?

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

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



Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the student to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

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

Every student in the school has their progress reviewed three times per year. In addition to this, students with special educational needs may have more frequent assessments of reading age, spelling age etc, where appropriate. Using these, it will be possible to see if students are increasing their level of skills in key areas. If these assessments do not show adequate progress is being made the student passport will be reviewed and adjusted.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required through a student passport. We will regularly review the effectiveness of the support and interventions, and their impact on the student's progress.

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 SEND 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.

If you have concerns that arise between these meetings, please contact your child's mentor, support manager or SENDCO.

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

The level of involvement will depend on your child's age and individual needs. We recognise that no two students 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

How will the school adapt its teaching for my child?

We understand that your child's teacher plays a vital role in their progress and development, and we ensure that high-quality, inclusive teaching is at the heart of our approach.

We're committed to providing all children with access to a rich and varied curriculum throughout their time at The Canterbury Academy School. Class teachers plan high quality lessons and will demonstrate the use of effective questioning, modelling and explanation. We tailor learning opportunities to meet the unique needs of each child, whether they're working in groups or individually.

Our high quality, inclusive teaching is informed by the Mainstream Core Standards advice developed by Kent Local Authority to ensure that our teaching conforms to best practice.

<https://www.kent.gov.uk/about-the-council/strategies-and-policies/service-specific-policies/education-policies/send-strategies-and-policies/send-mainstream-core-standards>

These adaptations may include: adjusting our teaching methods, for example, by providing longer processing times, pre-teaching key vocabulary, reading instructions aloud, and using visual aids. Modifying our resources and staffing arrangements to provide appropriate support.

We invest in ongoing training for our teaching and support staff, ensuring they have the skills and knowledge to meet the diverse needs of our children. When planning support, we carefully consider utilising recommended aids such as laptops, coloured overlays, visual timetables, and larger font sizes. Deploying teaching assistants or support staff to provide appropriate support based on the individual presentation of need. Scaffolding lesson materials to provide appropriate levels of challenge and support. We also provide a range

of interventions to support pupils with specific needs for example, Literacy Gold reading intervention, paired reading, SPaG, Social Stories, Comic Strip, Healthy Relationships, Emotional Wellbeing Team.

According to our statutory duties under the Equality Act 2010, we make reasonable adjustments and provide auxiliary aids and services to prevent a disabled child being disadvantaged.

If your child has an EHCP they will have relevant provision and intervention in place based on the targets in their plan. We encourage your child to take ownership of their learning and work independently, with our support, whenever possible.

Training is planned to reflect the school strategic plan which is reviewed annually by senior leaders, governors and staff. Our teaching and support staff have participated in a variety of professional development opportunities, including: SEND Code of Practice (2015), ASC, ADHD, Dyslexia, Trauma informed Practice, Adapted Teaching, Mainstream Core Standards. We also implement recommendations from external specialists to further enhance our support.

You can find more information about how we make our school accessible in our Accessibility Plan on our website. Our Accessibility Plan outlines the steps we have taken to prevent disabled pupils from being treated less favourably than other pupils and covers how we are increasing the extent to which disabled pupils can participate in the curriculum.

We also provide the following interventions and have an Intervention Directory across our Trust.

- LEGO therapy
- Literacy Gold
- Paper pack club
- Mentoring
- Place2be counselling
- Cognitive Behavioural Therapy

- Speech and Language support
- Bespoke interventions for targeted topics
- Sensory Circuits
- Inclusion room with sensory room
- Daily check ins
- Social stores

These interventions are part of our contribution to Kent County Council's local offer.

What is the Special Resource Provision (SRP)?

At Canterbury Academy we have three special resource provisions (please see website for more information).

Cullum Centre for Autism - SRP

Hearing Impaired SRP

Speech Language & Communication Needs SRP

Staff Training

Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs. The type and frequency of training is reflective of the cohort of students at our school. All staff receive regular training updates.

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 in each intervention
- Student questionnaires
- Monitoring by Directors of SEND, SENDCO and Senior leadership team
- Using individual provision plans to measure progress
- Holding an annual review (if students have an EHCP – Education, health and care plan).

How will the school ensure my child has appropriate resources?

As part of our budget, we receive 'notional SEND funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for students requiring SEND support. The amount of support required for each student to make good progress will be different in each case and a full list of the interventions we can offer is in our Intervention Directory. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resources for students and additional funding is applied through the Communities of Schools.

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning
- Adaptations to in class support
- Further training for our staff
- External specialist expertise

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

How will the school make sure my child is included in activities alongside students without SEND?

We pride ourselves in having an inclusive provision for all students. It may be necessary for some students to receive interventions in addition to a broad and balanced curriculum. All of our extra-curricular activities and school visits are available to all our students, including our before and after-school clubs.

All students are encouraged to go on our school trips, including our residential and school trips. All students are also included in our variety of Pillars, allowing them the opportunity to access a wide range of additional experiences outside of the classroom environment. All students are encouraged to take part in sports day, school plays, special workshops with external companies and agencies such as Christ Church University and the University of

Kent. No student is ever excluded from taking part in these activities because of their SEND needs and we will make whatever reasonable adjustments are needed to make sure that they can be included.

Where it is necessary, the school will use the resources available to provide additional adult support to enable the safe participation of the student in the activity. This includes modification of schedules, additional adult support or specialist equipment.

How does the school make sure the admissions process is fair for students with SEND?

Decisions on the admission of students with an Education, Health and Care plan are made by the Local Authority in consultation with the school. The admission arrangements for students without an Education, Health and Care Plan do not discriminate against, or disadvantage disabled children or those with special educational needs.

If your child has SEND and you are prospectively looking for them to attend Canterbury Academy, we encourage you to arrange a visit to meet with the SEND Team to tour the school but to also discuss how their needs could be met if they attended. For students with an EHCP this would ideally take place when the young person is in Year 5 and before a request for Canterbury Academy to be named on the EHCP is made. Students with EHCPs who are assessed as requiring a specialist place in our Special Resource Provisions (Cullum Centre for Autism, Hearing Impaired or Speech Language and Communication Needs) are allocated via Local Authority processes.

How does the school support students with disabilities?

At Canterbury Academy we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance dyslexia, dyspraxia, ADHD, speech and language needs, visual impairment, hearing impairment, autism, learning difficulties and social emotional and mental health difficulties. There are other kinds of special educational needs which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational needs: autism, speech and language needs, hearing impairment, Global Developmental Delay and social emotional and mental health difficulties.

How will the school support me child's mental health and emotional and social development?

We understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, through direct teaching, for instance in assembly, RE, Citizenship and PSHE lessons. Additionally, students are supported indirectly with every conversation adults have with pupils throughout the day. Additionally, students are supported indirectly with every conversation adults have with students throughout the day.

For some students with the most need for help in this area we also can provide the following: access to counselling, pastoral support and interventions, support from SALT and the Specialist Teaching and Learning Service. External referrals can also be made to agencies such as NELFT. We have a zero-tolerance approach to bullying.

What support is in place for looked-after and previously looked-after children with SEND?

Mrs Nadia Waterman will work with Mrs Lisa Hopper, our SENCO, 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.

Students 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 students will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHCP are consistent and complement one another.

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

At school we work closely with the educational settings used by the students before they transfer to us in order to seek the information that will make the transfer as seamless as possible. The main primary schools are visited, and information is gathered from the class

teacher to support transition, prior to scholars joining the school in Year 7. All students are invited to attend a transition day and summer school.

We also contribute information and work closely with students' onward destination by providing information to the next setting, e.g. further education colleges, apprenticeship providers and universities etc. to ensure details of the support in place is communicated.

Children who are identified with a specific need, anxious or vulnerable are invited to additional transition days so that students can meet key staff and familiarise themselves with the surroundings, environment and expectations. We liaise closely with students, their parents/carers and their primary schools in order that information can be shared appropriately.

What support is available for me and my family?

If you have questions about, SEND, 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 Kent County Councils local offer. Kent County Council publishes information about the local offer on their website:

<https://www.kent.gov.uk/education-and-children/special-educational-needs-and-disabilities/about-the-send-local-offer>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

<https://www.kent.gov.uk/education-and-children/special-educational-needs-and-disabilities/types-of-special-educational-needs/what-is-special-educational-needs-and-disabilities-send>

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

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

What should I do if I have a complaint about my child's SEND support?

The school's detailed complaints procedure can be found in the policy section of our school website.

Complaints about SEND provision in our school should be made to the Director of SEND or SENDCO 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 students 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 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-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. Below is the disagreement resolution and mediation services for Kent.

www.kent.gov.uk/education-and-children/special-educational-needs/education-health-and-care-plans/if-your-child-does-not-get-a-needs-assessment-or-ehc-plan

Supporting Documents

Equality Information and Objectives Statement

Child Protection Policy

Behaviour Policy

Accessibility Plan

Attendance Policy

SEND policy

Kent SEND Information Report

SEN & Disabilities Code of Practice (DfE/ DoH,2015)

Mainstream Core Standards

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 school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND 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 which explains what services and support are on offer for pupils with SEND 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 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 pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND

➤ **Transition** – when a pupil moves between years, phases, schools or institutions or life stages