

# Special Educational Needs (SEN) Information Report 2024-25

## What is a SEN information report?

The purpose of a SEN information report is to help parents and other stakeholders find out how students with SEND are supported in school. It should enable someone without specialist knowledge of the education system or SEND to quickly and easily learn about your school's approach to SEND. All schools must publish a SEN information report on their website (SEND Code of Practice 2015, para. 6.79). The Code states that this information should be updated annually, with any in-year changes updated as soon as possible.

## Key Information



Inclusion Lead      SENCo      SEN Manager  
Ms Hedges      Ms Edmonds      Ms Waterman

Principal: Ms Cassidy

SENCo: Ms Edmonds

SEND Administrator: Ms Waterman

SEND Governor: Sarah Courtman

Lewisham Local Offer:

<https://lewisham.gov.uk/myservices/children-and-young-people-service/services-for-children-with-complex-needs-and-disabilities/local-offer>

## Vision



At Sedgehill Academy, students with Special Educational Needs and Disability (SEND) are fully integrated into the life of the school. The school believes that students learn most effectively when they feel valued and their efforts and achievements are recognised. The Curriculum for students with SEND is the Curriculum offered to all students, including those with exceptional abilities and disabilities. Students have access to all clubs, visits and trips. When required, out of class interventions can be offered to meet

the needs of students.

## Context

<b>Cognition and Learning</b>	<b>Specific Learning Difficulties e.g. Dyslexia</b> <b>Moderate learning Difficulties</b> <b>Severe learning difficulties</b>
<b>Communication and Interaction</b>	<b>Speech and Language needs</b> <b>Autism</b> <b>Social Communication needs</b>
<b>Physical and Sensory</b>	<b>Physical Disability</b> <b>Hearing Impairment</b> <b>Visual Impairment</b> <b>Multisensory impairment</b> <b>Sensory need</b>
<b>Social, Emotional and Mental Health</b>	<b>Attention Deficit (ADD)</b> <b>Attention Deficit with Hyperactivity (ADHD)</b> <b>Emotional and mental Health Needs</b>



## Which types of need are supported at Sedgehill Academy ?

As of September 2024, Sedgehill Academy has 905 students on roll, of which 22 have an Education, Health and Care Plan (EHCP) and 129 access SEND Support (K). The team includes Head of Inclusion, SENCo, SEN Manager, a Level 3 Teaching Assistant and team of Teaching Assistants who act as intervention teachers for the SEN students.

### Glossary

SEMH: Social Emotional Mental Health

C&L: Cognition and learning

C&I: Communication and interaction

S&P: Sensory and physical

	C&L	C&I	SEMH	S&P	TOTAL	EHCP
Year 7	3	19	3	3	28	8
Year 8	10	18	11	4	43	4
Year 9	12	12	3	3	30	3
Year 10	4	15	3	6	28	3
Year 11	7	10	2	3	22	4
TOTAL	36	74	22	19	151	22

At Sedgehill Academy, the most common type of need for students with an EHCP is Communication and Interaction and for students with SEND support it is also communication and interaction, specifically those with speech and language needs.

### Local and National Picture

	Sedgehill Academy	Lewisham	National (Secondary) 2023/2024
Students with an EHCP	2%	x	2.7%
SEND Support	17 %	x	12.9%

### Admissions

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

Please also refer to our admissions page on our website. <http://www.sedgehillacademy.org.uk/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 Sedgehill 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 Lewisham Local Authority SEND team who confirm your admissions request has been approved via the release of an amended EHCP.

The Council will then consult with your chosen list of secondary schools. These secondary schools will then issue a response as to whether they can or cannot meet your child's needs based on 3 criteria: 1. The efficient use of resources 2. The efficient education of children within the school. 3. The young person's age, ability, aptitude or special educational need.



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.

### Students with special educational needs without an EHCP

Log in to Lewisham's Local Authority's Family Portal

to <https://lewisham.gov.uk/my services/education/schools/school-admission/applying-to-start-secondary-school/completing-an-application-form>

The application process for secondary applications for September 2025, opens on 1 September 2024 and closes on 31 October 2024.

In year applications can be made at any time.

No student will be refused admission to Sedgehill 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 Lewisham Local Authority proposes to name Sedgehill 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.

Sedgehill 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.

Sedgehill 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 Sedgehill 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 Sedgehill 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, Sedgehill 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.

#### What assessments are used at Sedgehill Academy to identify SEN?

Assessments may include:

- Standardised test results
- MidYIS scores
- Reading and numeracy ages (NGRT)
- Reading and comprehension skills (YARC)



- Dyslexia screening (GL Assessment)
- Strengths and Difficulties Questionnaire (SDQ)
- Input from external professionals (e.g. educational psychologists, speech and language therapists, CAMHS)
- 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 express concerns about their child's development.

In the first instance, parents should email Ms Hedges [esme.hedges@sedgehillacademy.org.uk](mailto:esme.hedges@sedgehillacademy.org.uk) to requesting to book a call 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) Sedgehill Academy will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required.

If you are concerned that you child might have an undiagnosed Special Educational Need, please complete the short form on the website to enable us to investigate this further on your behalf. Once you have completed the form, we will respond to your enquiry within 14 days and respond to you.

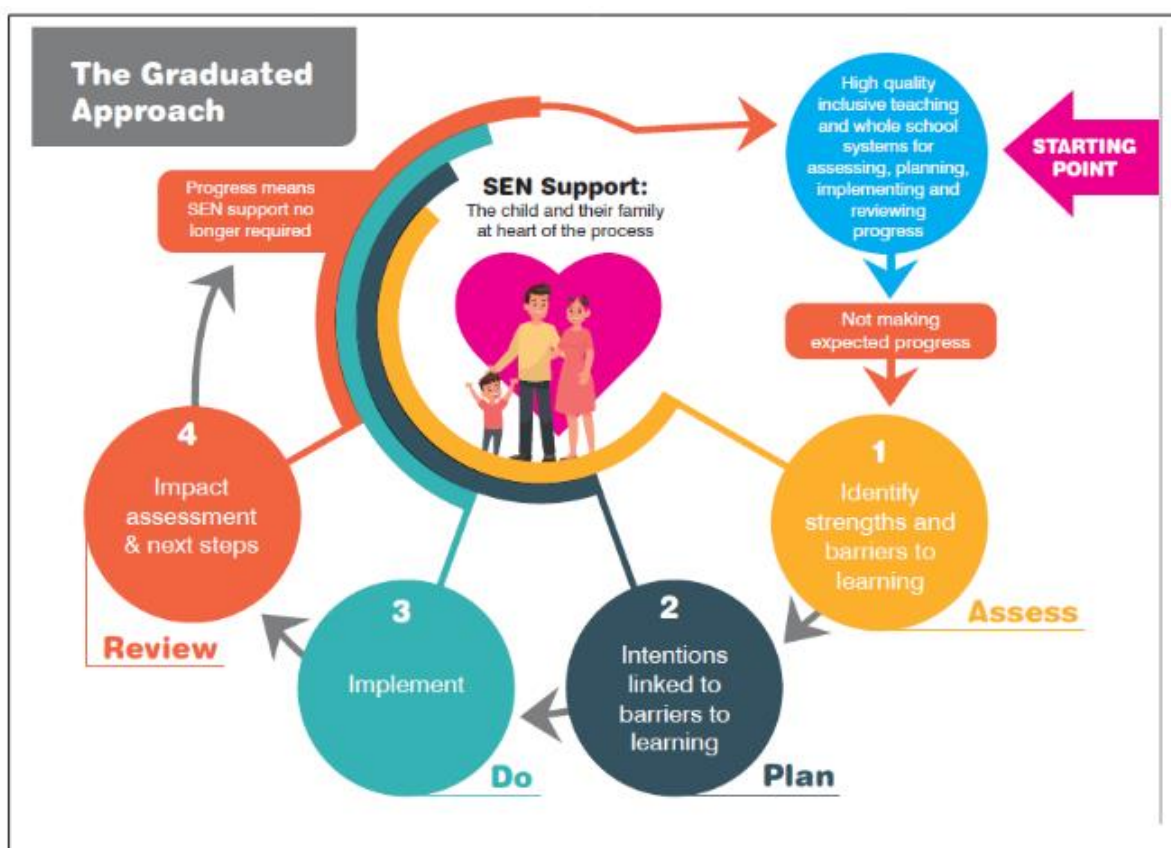
### The Graduated Approach

**What are the Sedgehill Academy's arrangements for assessing and reviewing students' progress towards outcomes?**

Where a student is identified as having SEN, Sedgehill Academy will take action to remove barriers to learning and put effective special educational provision in place. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of



the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the graduated approach.



For more information on the Graduated Approach, please see the video: <https://youtu.be/Dm7w04UstrUk>

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

### Assess

- The SENCo 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 'pupil passport' (Individual Education Plan).
- Parents will be fully aware of the planned support and will receive a copy of their child's pupil passport.
- Sedgehill 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 Subject 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 SENCo.
- Progress will be evaluated alongside the views of the student and their parents.
- The 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 pupil passport will be updated and a copy will be given to the student's 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, CAMHS, 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.

### Whole school evaluation of SEND provision

- Sedgehill Academy makes data on the levels and types of need within the school available to the local authority collected through School Census.
- The Inclusion Team have an important role to play with the Principal in working with the governing body to determine and evaluate the strategic development of SEN policy and provision in the school.
- Sedgehill Academy works closely with the trust's (United Learning) regional SEND Adviser to bi-annually audit provision and access further support and advice as required.

### 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 Sedgehill Academy

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

Targeted literacy intervention: Ruth Mishkin Phonics programme, Direct Instruction English Comprehension Programme

Targeted numeracy intervention: Direct Instruction Maths

Targeted speech and language interventions

ASD intervention: Chatterbox

ADHD intervention

Lego therapy

Year 7 Transition

Well-being

Mentoring

Parental support via established termly coffee afternoons

Any other interventions 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 Sedgehill 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.

According to the Joint Council for Qualifications, any student with an EHCP, ASD or ADHD diagnosis or a physical difficulty with a medical note will automatically qualify for Exam Access Arrangements. Any other students will be screened by the Access Arrangements Assessor to ascertain whether they have a need for the Access Arrangement. For all students, the SENCo must evidence that their access arrangement is their normal way.

Sedgehill has a proactive exam access arrangements screening programme and will screen all students who show a potential need for access arrangements. This is informed by reading tests, mid and end of year exams teacher feedback, student requests and parent requests. All access arrangements are optional, and a student does not have to use them.

Exam Access Arrangement		Why might this be needed?
<b>Reader</b>	A reader is an adult who reads the instructions of the question paper and the questions to the student. This may involve reading the whole paper or only some words.	If a student has an Access Arrangements screening score of below 89 in word reading and non-word reading.
<b>Extra Time</b>	Up to 25% extra time may be given in addition to the extra length of the examination.	Where a student has an EHCP, ASD or ADHD diagnosis or a need which has a substantial and long-term adverse effect on their speed of writing, reading, working memory and processing.
<b>Supervised Rest breaks</b>	The timing of the exam can be paused and re started when the student is ready to continue. This is recommended for no more than 30 minutes at a time. During the supervised rest break the student must not have access to the question paper / answer booklet.	If a student has a persistent difficulty concentrating due to their physical / sensory or social, emotional or mental health difficulty and suffers from fatigue.
<b>Word processor with the spell check and grammar check off</b>	Centres are allowed to provide a word processor with the spelling and grammar check facility / predictive text disabled to any student where this is their normal way of working.	For a student whose quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when written by hand.
<b>Prompter</b>	A prompter can keep the student focused on the need to answer a question and then move on to answering the next question.	If a student has a substantial and long-term impairment resulting in persistent distractibility or significant difficulty in concentrating.
<b>Bilingual Language and 25% extra time or a reader</b>	Available to all students who has English as an additional language, have been in the UK for less than 3 years and do not have International English Exam	A paper copy of a bilingual dictionary is available for all exams not assessing spelling, punctuation and grammar. Where a student is not literate in their



	qualifications For example: iGCSE /IELTS).	first language, a reader can be used instead.
<b>Social, Emotional and Mental Health Provision</b> <i>Sedgehill Academy Senior Mental Health Lead is: Esme Hedges esme.hedges@sedgehillacademy.org.uk</i> <b>Initiatives and Interventions - Our Offer</b>		
Wave 1	Wave 2	Wave 3
Universal Offer / Quality First teaching	Targeted / small group intervention	Individual / personalised provision
Useful links <a href="https://slam.nhs.uk/">https://slam.nhs.uk/</a> <a href="https://lewisham.gov.uk/my-services/children-and-young-people-service/mental-health-and-emotional-wellbeing-for-children--young-people-and-families">https://lewisham.gov.uk/my-services/children-and-young-people-service/mental-health-and-emotional-wellbeing-for-children--young-people-and-families</a>	Useful links <a href="https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/parents-guide-to-camhs/">https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/parents-guide-to-camhs/</a>	Useful Links <a href="https://www.mentallyhealthyschools.org.uk/resources/the-strengths-and-difficulties-questionnaire-sdq/">https://www.mentallyhealthyschools.org.uk/resources/the-strengths-and-difficulties-questionnaire-sdq/</a>
Every student has access to: <ul style="list-style-type: none"> <li>– Daily tutor time</li> <li>– Dedicated Head of Year for each year group</li> <li>– DSL, DDSL and a team of safeguarding officers</li> <li>– PSHE / RSE curriculum (see Academy website for overview)</li> <li>– Weekly assemblies (whole school &amp; targeted)</li> <li>– Mental Health First Aid trained staff</li> <li>– Mentors</li> <li>– Yearly enrichment days</li> <li>– Lunchtime and afterschool clubs</li> <li>– Weekly LGBTQ+ club</li> <li>– Weekly Proud Friday achievement</li> <li>– Weekly student recognition awards and certificates</li> </ul>	<b>Access to the SEND Team:</b> <ul style="list-style-type: none"> <li>– Tutor Time</li> <li>– Social time support</li> </ul>	<b>Pupil Passport completed and identified by SEN Team</b> 1:1 Mentor: school-based <b>Triage by Inclusion Team</b> Individual student risk assessment School counsellor follow-up School counsellor Single Session Mental health and wellbeing sessions
Wave 1 Quality First Teaching <ul style="list-style-type: none"> <li>– Use of timers to motivate and chunk lesson delivery</li> </ul>	Wave 2 <b>Educational Psychologist Advice</b> <b>Speech and Language Therapy Advice</b> <ul style="list-style-type: none"> <li>– SLCN intervention group</li> </ul>	Wave 3 Referral to CAMHS by Inclusion Team if escalation required Educational Psychologist Input <ul style="list-style-type: none"> <li>– Joint Objectives Planning (school, child, parent / carer)</li> </ul>





<ul style="list-style-type: none"> <li>– Allow use of in-seat movement breaks and fidget toys</li> <li>– Encourage self-soothing anxiety management strategies</li> <li>– Agreed discrete communication / non-verbal signs for emotional / behavioural feedback</li> <li>– Provision for access arrangements: discrete provision / rest breaks / prompter (normal working practices)</li> <li>– Focus on narration of positive. Use of reward system (house points) to motivate.</li> </ul>	<b>Young Carers Support</b> <ul style="list-style-type: none"> <li>– Weekly drop-in sessions</li> </ul>	<ul style="list-style-type: none"> <li>– Cognitive Assessment</li> <li>– EHCP Referral</li> </ul> <p>Emotionally Based School Avoidance (EBSA) Pathway (which will include multi-agency working)</p> <p>Reduced Timetable</p> <p>Referral to Abbey Manor College – Specialist setting to support students' mental health needs</p> <p>Referral to Alternative Provision (in line with Lewisham Local Authority approval and advice)</p>
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## Belonging

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

At Sedgehill Academy, we foster a culture of developing the 'whole child', providing opportunities, which will inspire, excite and prepare students for the future.

### Rewards

Sedgehill Academy offers reward trips such as Laser Quest and Chessington World of Adventures as well as reward events such as roller discos. Rewards are based on attendance and house points.

### Extra-Curricular Offer

Sedgehill Academy offers an array of clubs including sports, performing and creative arts, cooking, computing, and technology. The club timetable undergoes adjustments each term, ensuring students can access a variety of different experiences at lunchtime and after school. Recognising the unique needs of students with SEND, our dedicated staff provide tailored support to plan their involvement in these extra-curricular activities, this can include the additional nurture offered in our lunchtime games and friendship club or learning support with homework club. The Academy is committed to proactively addressing any potential barriers to ensure every student can fully engage and benefit from the diverse opportunities offered.

## Parent and Student Voice

### How are students and families included in decision making?

- Annual online United Learning Survey for parents and students
- Termly pupil passport reviews
- Student voice included in passports
- Termly SEND coffee afternoons for parents
- Dedicated SEND student voice activities

## Transition

### Primary School Transition

- Open mornings to visit the school during the day



- Open evenings to visit the departments and speak with the teachers
- Parental support to guide through the secondary school choice
- Information evening once school place has been confirmed
- Intensive induction period for new Year 7 students every September
- Inclusion Team meet with Primary Schools of all Year 7 students before they join

### **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 students (parents invited to join careers meetings, if required)
- School shares information before the young person takes up their post 16 place
- 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 Sedgehill Academy to support students with SEND?**

- ✓ September INSET: whole school SEND systems, student transition & access arrangements
- ✓ De-escalation and disruption free learning: supporting students with SEND
- ✓ Bi- weekly inclusion meetings
- ✓ Tailored SEND briefings (as needed in response to key themes or challenges)
- ✓ SEND monthly drop-ins led by the SENCo
- ✓ Solution focused sessions facilitated by the Educational Psychologist and / or SENCo for identified students / areas of need.

### **Subject Leaders:**

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

## **Impartial Information and Advice**

### **Special Education Needs and Disabilities Information Advice and Support Service (SENDIASS)**

**SENDIASS** are a free, dedicated, confidential and impartial service offering a single point of regular and consistent contact. SIASS can explain how special educational needs are identified and assessed and who you should talk to. We can also tell you what your rights and responsibilities are.

SENDIASS can offer support:

- by providing you with confidential information and support on all matters relating to SEND.
- by helping you to understand your rights and offer guidance on the legal framework that all schools and local authorities adhere to.
- [Lewisham SENDIASS - Kids](#)
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Call 0203 319 2163 or email [Lewisham@kids.org.uk](mailto:Lewisham@kids.org.uk) or facebook [www.facebook.com/sendiasselewisham](https://www.facebook.com/sendiasselewisham)

## **Communication and Complaints Process**

### **Stage 1**

Sedgehill Academy aim to deal with all matters of concern raised by parents promptly, fairly, openly, and without prejudice. In the first instance, parents are encouraged to discuss their concerns with the SENCo. These concerns can be made in writing and emailed to [esme.hedges@sedgehillacademy.org.uk](mailto:esme.hedges@sedgehillacademy.org.uk) or you can arrange a



call or an in-person meeting. **The Inclusion Team will aim to resolve matters at Stage 1 within 15 working days.**

### **Stage 2**

If parents are not satisfied with the response at Stage 1, the complaint can be escalated to formal Stage 2 procedures. Stage 2 complaints should be made to the Principal [clare.cassidy@sedgehillacademy.org](mailto:clare.cassidy@sedgehillacademy.org) (or the Chair of Governors if the complaint concerns the Principal, who will investigate and provide a formal response.

**At Stage 2, the principal or Chair of Governors will acknowledge the complaint in writing within 10 working days (excluding those that fall in the school holidays) of receiving it. The written acknowledgment will, as far as possible, explain how the complaint will be investigated, the timescale for completing any necessary investigation and delivering a response.**

### **Links to other Useful Policies**

- SEND Policy
- Accessibility Plan
- Safeguarding Policy
- Behaviour Policy

All policies are on the Sedgehill Academy website [SEND](#) | [Essential Information](#) | [About Us](#) | [Sedgehill Academy](#)

