LIONHEART EDUCATIONAL TRUST

JUDGEMEADOW COMMUNITY COLLEGE

Lionheart Educational Trust

SEND Information Report

2026-27

What are Special Educational Needs and/or Disabilities (SEND)	The term **Special Educational Needs and/or Disabilities (SEND)** is used to describe learning difficulties or disabilities that make it harder for children and young people to learn compared to others of the same age. According to the **Children and Families Act 2014** and the **SEND Code of Practice 2015**, a child or young person is considered to have a SEND if they: • Have a **learning difficulty or disability** that means they need **special educational provision** – this means **extra** or **different** help from what is normally available in the school setting. The law identifies four main areas of need: 1. **Communication and Interaction** – difficulties with speech, language, and communication. 2. **Cognition and Learning** – difficulties with learning, memory, or understanding. 3. **Social, Emotional, Mental Health Difficulties** – issues that relate to behaviour or emotional regulation. 4. **Sensory and/or Physical Needs** – this refers to anything impacting how a child or young person interacts with their environment, so it may include Visual Impairments, Sight Impairments, or physical disabilities. Some children and young people may have needs in more than one of these areas. Every school has a legal duty under the **Equality Act 2010** to make **reasonable adjustments** to ensure children with SEND are not disadvantaged, and to promote inclusion. We follow this legislation to ensure that all our young people receive the right support, at the right time, so they can learn, grow and achieve their potential.

How does our school identify and assess children with SEND?	We will assess each pupil's academic skills when they start school at Judgemeadow. All Year 7 pupils will take a the New Group Reading Test(NGRT) and a Maths test. Using this information and data from primary school, we understand each pupil's current levels. Teachers will regularly check pupil's learning and progress in all subjects. Pupils will be identified if their progress is: • Much slower than their peers from the same starting point • Not matching or improving on their previous progress • Not closing the gap between them and their peers • Widening the gap between them and their peers This may also include progress in non-academic areas, like social development. As pupils continue at Judgemeadow, their progress is closely monitored. If they are not making expected progress, teachers will suggest extra support. If the strategies are then not working, teachers will refer the student to the support for learning team with evidence of what they have tried. This evaluation may lead to further assessments and the student being placed on the SEND register. Parents will be informed if this happens. For higher levels of need, the school seeks advice from specialists to support pupils.

Who is responsible for our SEND provision?	We strongly believe everyone at our school is committed to supporting children with SEND, but some staff have specific responsibilities: **The Special Educational Needs and Disabilities Coordinator (SENDCO) – Fatima Patel and Assistant SENDCO – Manjit Holdar** Our SENDCO is responsible for overseeing the day-to-day running of SEND provision throughout the school. This includes: • Identifying children who may need extra support. • Coordinating support and interventions. • Working with teachers to plan suitable learning opportunities. • Liaising with parents and carers. • Working with outside agencies to support some of our learners. • Making sure that the school meets its legal duties under the **SEND Code of Practice 2015**. **The Vice Principal – for Holistic Development – Jon Hunt** Our Vice principal plays an important role in promoting an inclusive environment and supporting all our children across school. They: • Oversee the school's behaviour, safeguarding and attendance policies. • Work closely with the SENDCO to support young people whose SEND affects their emotional wellbeing, behaviour, or social skills. • Help ensure all pupils feel safe, included, and ready to learn. **Teachers** Class Teachers are responsible for: • Planning and delivering high-quality teaching for all pupils, including those with SEND. • Adapting lessons to meet different needs.

	• Monitoring progress and identifying when a child may need extra help. • Working closely with the SENDCo and parents/carers. Teaching staff training needs are identified and met through an ongoing programme of continual professional development which may mean liaising with outside agencies. All staff have access to advice, information, resources, and training to enable them to teach all children effectively. We offer training and self-help opportunities including access to both internal or external courses, provision of books or guidance towards useful websites.

	Support Staff Our skilled Support Staff work closely with teachers and the SENDCo to: • Provide targeted support in lessons or small groups. • Deliver specific interventions for areas such as English, Maths, and Emotional Wellbeing. • Help young people develop independence, confidence, and resilience. • Support individual children with specific needs where required.

How are our school's resources allocated and matched to support children's SEND?	We carefully plan and allocate our resources to make sure that children with SEND receive the right support at the right time. **Funding for SEND:** The school receives funding from the government to support pupils with SEND. This funding is used to: • Provide additional staffing, such as Teaching Assistants. • Purchase specialist resources, equipment, or technology. • Provide targeted interventions, such as reading, or emotional wellbeing programmes. • Access external specialists such as Educational Psychologists, Mental Health Support Teams, Learning, communication and interaction services. • Offer staff training to improve SEND support and inclusive practice across the school. **How support is allocated:** Decisions about how support is provided are based on: • The level of need identified for each child. • Recommendations from teachers, the SENDCO, and external professionals. • Regular assessments of progress and provision. • Discussions with parents and carers about what works best for their child. We aim to provide support that encourages **independence**, so we focus on approaches that help children learn skills and strategies for **long-term success**.

How do we support children with SEND?	We are committed to providing high-quality support for all children with SEND to help them succeed academically, socially, and emotionally. Support is personalised depending on each child's needs, and we work closely with parents and carers throughout the process. **High-Quality Teaching for All:** Every child receives high-quality teaching in the classroom. Our teachers: • Plan lessons that are inclusive and accessible to all. • Adapt teaching strategies and resources to meet a range of needs. • Provide clear instructions, visual support, and other tools to help children understand their learning. **Targeted Support and Interventions:** Some children may need additional support alongside classroom teaching. This may include: • Small group work or 1:1 sessions. • Specific interventions focused on reading, writing, maths, speech and language, or social skills. • Emotional wellbeing and mental health support, including mentoring and counselling. • Help with organisation, memory, or attention. All interventions are carefully monitored to ensure they are effective and matched to each child's needs. **Pupil Passports:** Children who need ongoing support may have a **Pupil Passport** which are shared with staff, students and families through our online platform, Beehive. The pupil passports sets out: • Their specific needs. • The support they are receiving. • Strategies to support and overcome barriers to learning

	Plans are reviewed regularly with parents, carers, and the young person, where appropriate.

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How do we involve parents and carers?	We believe that working in partnership with parents and carers is essential to supporting children with SEND. Parents and carers know their children best, and we value their views and input throughout their child's learning journey. **Early Identification and Discussion:** • We involve parents and carers as soon as we have any concerns about a child's learning, development, or wellbeing. • Teachers and the SENDCo can arrange meetings to share observations and discuss next steps together. **Regular Meetings and Reviews:** • Parents and carers are invited to review their child's progress through Academic Parents Evenings where the SENDCO or a member of the support for learning team will be available to meet with. • As well as this, parents and carers of children with SEND are also welcome to book a meeting with the SENDCO • Targets that are set for children identified with SEND are shared with parents/carers. **Annual Reviews for EHCPs:** For children with an Education, Health, and Care Plan (EHCP), we hold Annual Review meetings that include parents, school staff, and external professionals involved in supporting the child. **Ongoing Communication:** We encourage open, regular communication through: Phone calls, emails, and appointments. Please contact the school if you wish to make an appointment to discuss SEND with our SENDCO.

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How do we support children's emotional wellbeing?	We understand that emotional wellbeing is vital for children to feel safe, happy, and ready to learn. Our school provides a range of support to help children manage their feelings and build resilience: **Whole-School Approach:** We foster a positive, inclusive environment where every child feels valued and supported. Staff are trained to promote good mental health and recognise when a child may need extra support. **The Learning Resource Centre:** We have a dedicated space in the LRC, where children can: • Access a calm environment to help regulate emotions. • Take part in activities to support them with social and emotional regulation. • To have a soft start to the school day to act as a gentle transition into school. **Pastoral Teams and Named (key) staff members** Heads of year and Associate Heads of year may offer time-out cards where students can go to speak with their named teacher to support with regulation to manage stress and anxiety. **Emotional Literacy Support Assistant:** We have a trained ELSA who works with children on 1:1 basis to develop their emotional skills. ELSAs support children with issues such as: • Managing stress and anxiety. • Building self-esteem and confidence. • Developing social skills and emotional regulation.

	• Coping with changes or bereavement. **External Agencies:** When necessary, we involve external specialists such as Educational Psychologists, Children and Adolescent Mental Health Services (CAMHS), Social Emotional and Mental Health Support Teams (SEMH), and counsellors to support our young people.

How is progress monitored and reviewed?	We carefully track and review each child's progress to make sure the support they receive is helping them to learn and thrive: **Ongoing Assessment:** • Teachers regularly assess all pupils' learning and development through day-to-day observations, marking, and formal assessments. • For children with SEND, these assessments may help identify how well they are progressing towards targets. **SMART Targets:** • Children receiving additional support may be given a SMART target for their interventions. This may include a target in Direct Instruction, a target in ELSA, or other intervention that they may be involved with. It is bespoke to the child. **Parents and Carer Involvement:** • We invite parents and carers as mentioned to regular meetings and opportunities throughout the year to discuss their child's progress. **SENDCO Monitoring:** • The SENDCO oversees the progress of children with SEND across the school, ensuring support is effective and timely. • They may carry out additional assessments or observations if needed.
How do we prepare children for transition	**When Joining Our School (at Any Age):**

when joining or transferring to our school?	• We work closely with parents, previous schools, and external professionals to gather information about the child's needs, strengths, and successful strategies. • Visits to our school can be arranged for both the child and their family to meet staff, see the classroom, and become familiar with the environment. • The SENDCO may visit the child in their current setting or speak with staff to support a smooth transition. • Transition booklets with photos of key staff, classrooms, and routines can be provided to help the child feel more comfortable before starting. **Year 6 to Year 7 Transition:** We know the move to secondary school is a significant change, and we offer extra support for children with SEND: • Enhanced SEND Transitions are offered to all SEND learners (Meet the SENDCo, Team Building Event, SEND Transition Day) as well as our core offer to Meet the Tutor and our whole Year 6 to Year 7 Transition Day(s). • Parents and carers are also invited to attend the Meet the SENDCo event, as an opportunity to learn more about our school and what we offer to support learners joining us with SEND. • The SENDCO and/or Assistant SENDCO attend the Transition Hubs organised by the Leicester City council where pupils identified as having SEND from feeder primary schools can meet with staff. • Where possible, the pastoral team and SENDCO make visits to feeder primary schools to share information and answer questions that pupils may have. **Year 9 to Year 10 Transition:** Moving into Key Stage 4 involves important decisions about GCSEs and future pathways: • Children with SEND receive additional guidance and support when choosing GCSE options to ensure choices reflect their strengths and interests.

	• Careers advisers, SENDCOs, teachers and teaching assistants work together to provide advice and help pupils make informed decisions. • Small group or 1:1 sessions may be offered to help pupils understand the different courses available and what to expect. • Additional transition support is provided for pupils with EHCPs to ensure their chosen pathway is accessible and appropriate. • Students and their families are invited to a Year 9 options presentation where information is shared and an opportunity to meet with subject staff and the SENDCO

	Year 11 to Year 12 Transition: The move to post-16 education is carefully planned for students with SEND: • The school careers advisor meets with SEN pupils to discuss future pathways and further support is provided by teaching assistants through mentoring sessions supporting students with their PS16 College applications. • We work with local colleges, sixth forms, training providers, and specialist settings to arrange visits and transition meetings. • The SENDCO ensures all relevant information is passed on to the new setting, including any EHCPs, or Pupil Passports. • Some students take part in extended transition programmes, which may include additional visits or support sessions in their new setting. • Careers advisers, external agencies, and our SEND team support the young person in exploring their options and preparing them for the next stage. • Parents and carers are actively involved throughout the process to ensure the transition plan meets the student's needs.
How accessible is our school environment	We are committed to ensuring that every child, including those with SEND, can access all areas of school life. We aim to make our school environment as welcoming and accessible as possible for all pupils, staff, parents, and visitors. **Accessibility Plan:** We have an Accessibility Plan that outlines the steps we take to improve access to: 1. The Physical Environment 2. The curriculum 3. Written information This plan is reviewed regularly and reflects the needs of our current school community.

How do we support children with medical needs?	**Medicines at School** • We have in place a Medical Needs Policy. • Our school nurse is trained to administer medication safely and ensure confidentiality and dignity in the process. • Prescription medicines are only administered with parental consent and according to a healthcare plan or written agreement.

	Staff Training: Staff receive relevant medical training, which may include: • First Aid • Administering Medication (e.g., for asthma, diabetes, allergies, epilepsy) • Use of emergency equipment such as EpiPens Our training on medical needs is reviewed regularly and reflects the needs of our current school community.
How will we support children with enrichment opportunities and trips?	**Inclusive Approach:** • We are committed to making sure that every child can take part in all aspects of school life. This includes trips, residential visits, clubs, sports, and enrichment activities. • We make reasonable adjustments to ensure these activities are accessible for all pupils. • This may include additional staffing, adapted transport, or changes to activities to meet individual needs. • Risk assessments are completed for all trips and events, and we work with parents, carers, and external professions where needed to identify and reduce any potential risks. *We cannot guarantee your child will have a place on a trip, as some are planned for on a First Come, First Serve basis. However, we can always accommodate needs.*

What outside agencies do we work with?	We work with a wide range of outside agencies and professionals to ensure that children with SEND receive the right support at the right time. These partnerships help us to meet children's educational, emotional, physical, and medical needs effectively. Here are some of the key services we work with: **Educational Support Services** • **City Psychology Service** – offers specialist assessments and advice to help with learning, emotional needs, or behaviour. • **Specialist Teaching Teams:** Provide advice for specific areas of need, such as: - Learning, Communication and Interaction Needs (such as Autistic Spectrum Disorder)

	- Specific Learning Difficulties (such as Dyslexia) - Hearing or Visual Impairment - Physical Disabilities and Motor Skills **Health and Medical Services:** • **Occupational Therapy (OT)**: Helps children develop skills for daily living, fine motor control, and sensory needs. • **Physiotherapy**: Supports physical development and mobility needs. • **Children and Adolescent Mental Health Services (CAMHS), Teen Health and Mental Health Support Team (MHST)**: Provide support for emotional wellbeing and mental health concerns. **Social Care and Family Support Services:** • **Early Help Services**: Offer family support and help with improving home and school life. • **Children's Social Care**: Work with families where there may be safeguarding or welfare concerns. • **Young Carers Services**: Supports children who have caring responsibilities at home. **Other Specialist Services:** • **Educational Welfare Officers (EWOs)**: Support attendance and punctuality.

How do we handle complaints regarding SEND?	We are committed to working closely with parents and carers and aim to resolve concerns as quickly and effectively as possible. If you have any concerns or complaints about our SEND provision, in the first instance we would refer you to our Complaint Policy. In this policy you will find: • Information about who to complain to • Our Complaints Process • A copy of our formal complaint form.
Who can I contact for further information?	Any SEND questions can be directed to the SENDCo, please contact the Support for Learning department via the school office, telephone: 0116 241 1920 or email: sendco@judgemeadow.org.uk, to request to speak with the **SENDCO**
Where can parents and carers get more advice or support?	**SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Services).** An independent service offering free, confidential advice to parents and carers of children with SEND. If you live in: Leicester City: Telephone number: 0116 482 0870 Email: info@sendiassleicester.org.uk Website: https://sendiassleicester.org.uk/ Leicestershire: Telephone number: 0116 305 5614 Email: info@sendiassleicestershire.org.uk Website: https://www.sendiassleicestershire.org.uk/get-touch

If you still have any questions or request any additional information about our SEND Provision here at Judgemeadow, please do not hesitate to contact us (contact details mentioned above) to make us aware of how we can improve our offer to you.

Fatima Patel

SENDCO

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