



Acorn Academy

SEND Information Report

October 2026

The arrangements for consulting parents or pupils with SEND

At Acorn Academy we see parents and carers as partners in the process of education and development of their child. We want to work closely with you to ensure that your child grows and develops into an independent and resilient young person able to cope with their life. Children experiencing difficulties in their learning will be initially supported by adaptive teaching and support by the class teacher. If children need additional support, the class teacher will liaise with the school's SENCo. The SENCo or class teacher will meet with the parent to discuss the next step which could include:

- Referral to a Speech and Language Therapist.
- Advising parents to take their child to see their GP.
- EWMHS (Emotional Wellbeing and Mental Health Service) referral (previously known as CAMHS).
- Referral to the Educational Psychology service.
- Referral to the School Inclusion Partner.

Children who are placed on the school's Special Educational Needs register and who need a higher amount of support will continue the consultation and review process with parents through:

- Termly 'one planning' meetings to discuss your child's outcomes and how we can support these together.
- Parents' evenings to review progress.
- Education, Health and Care plan reviews.

The arrangements for consulting young people with special educational needs about, and involving them in, their education.

At Acorn Academy we ensure children's involvement at every stage of their education. We will have age-appropriate conversations with children about their learning to enable them to express their views, wishes and feelings and will record them accordingly. We will involve children in setting next step targets; strategies to achieve those targets and time scales for reviews, including the EHCP annual review.

The name and contact details of the SEND coordinator.

The SEND coordinator at Acorn Academy is Mrs Emma Daniels. She is very experienced and will meet with parents about any concerns they might have regarding their child's learning. Parents are encouraged to make an appointment through the school office or can contact her via e-mail at admin@acornacademy.net

Information on where the Local Authority's local offer is published.

To access the Local Offer, please refer to the website: www.essexlocaloffer.org.uk

Any arrangements relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

At Acorn Academy we want to know when you feel things may not be working so well with your child's learning. We are an open school and are happy to discuss any issues you may have. Please talk to your child's class teacher, our SENCo or our Headteacher.

Any complaints about the SEND provision in our school should be made to the school in the first instance.

If dissatisfied with response in the first instance, further action must follow the Bridge Academy Trust Complaints Policy.

Information about the school's policies for the identification, assessment and provision for pupils with special educational needs, whether or not pupils have EHC Plans, including how the school evaluates the effectiveness of its provision for such pupils. This should also include what additional learning support which is available, activities and emotional support which is additional to those available for all pupils.

At Acorn Academy, identification and provision follows a graduated approach.

- Concerns are first raised and addressed through classroom practice.
- Transition arrangements for children joining Reception are robust and the SENCO and class teacher are closely involved where additional needs are made apparent.
- We regularly monitor and assess children's learning and progress and discuss this at least termly with parents.
- A range of assessments and interventions are scrutinised to measure impact and progress.
- We have a range of additional interventions to support children's learning and development.
- Targets are developed in collaboration with staff, specialists, other professionals, child (where possible) and family.
- A comprehensive transition programme supports children throughout the school.
- Families are expected to liaise with the school and form a strong partnership to meet the needs of their child.
- All pupils with SEND take part in all aspects of school life.

Information on the kinds of special education provision made in the school.

At Acorn Academy we use a wide range of approaches to learning and supporting pupils with SEND. This can include:

- Individual work with an adult on targets set on the child's plan.
- Working with an adult in a small group of pupils with similar levels of achievement on targets set on a child's plan.
- Targeted interventions to ensure learning, physical and emotional challenges are addressed as well as any health issues a pupil might have.
- Use of health and social care colleagues eg speech and language therapist, EP, paediatricians and occupational health, parent support workers, EWMHS (Emotional Wellbeing and Mental Health Service, previously known as CAMHS)
- Use of the School Inclusion Partner.
- Use of quality resources to support learning eg visualizers, finger gym, Numicon, reading and writing resources, games, ICT and other specialist equipment.

Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

At Acorn Academy, the training plan for SEND is part of the overall School Improvement Plan, which is reviewed termly by governors. The SENCO makes contact with any additional services required. Staff and support staff are trained to support SEND through whole school training or focused individual training needs.

The school buys into additional support from Speech and Language Therapists in order to support the growing needs of our children.

Information about the school's policies for making provision for pupils with SEND including, evaluation of effectiveness, assessment and reviewing progress, adaptations to support curriculum, additional support and wider support.

The School's Inclusion policy is available on our school website (www.acornacademy.net). The Teaching and Learning policy, including assessment which states how we track children's progress is also available on the school website.

The SENCO attends progress meetings with year group teachers, looking at individual children's targets and monitoring progress towards those; identifying next steps and support/interventions.

Any reports from outside professionals will inform additional support.

Information about how equipment and facilities to support children and young people with special educational needs will be secured.

At Acorn Academy, we provide a good level of access and equipment for the pupils in the school. Some individual learners will need specialist equipment or resources. Parents are invited to visit the school and meet with the SENCO or Head teacher to discuss the range of resources. We plan and budget for SEND to ensure that all pupils with SEND take part in all aspects of school life including out of school activities. We ensure all children participate in the full range of opportunities and events arranged by the school, including educational visits.

The school's SENCO can signpost, recommend and develop links to services to meet identified needs. The SENCO writes an action plan for inclusion each year, as part of the school improvement plan. Governors receive updates from the SENCO each term about the progress of the action plan for inclusion. The SENCO or Headteacher reports to the Governing Body termly.

Enhanced Speech and Language Provision.

Our specialist speech and language provision provides support for children with specific speech, language and communication needs (SLCN). The children spend the day in their mainstream class with their peers. They receive intensive speech and language support from our specialist Speech and Language Higher level Teaching Assistants (HLTAs) as well as the specialist Speech and Language class teachers.

Our Speech and Language therapist joins the classes for one day each week, and she works with each child to assess and develop their skills. The SLCN teachers, SLCN HLTAs and speech and language therapist work together closely in order to meet children's individual needs.

The children are specifically referred to our SLCN provision due to their speech and language difficulties, they can be from a range of local mainstream schools. Each child joins Acorn Academy as a guest pupil and remains on roll at their local mainstream school. This enables the child to return to their mainstream school once they have met their SLCN targets.

We hold termly meetings with SLCN teachers, SLCN HLTAs, therapist, parents and the mainstream school. This is a joint meeting between all parties to ensure all targets are being achieved and progress can be discussed thoroughly.

Mrs Cheryl Noble leads our Speech and Language Provision, for more information, please contact the school office or admin@acornacademy.net.

The contact details of support services for the parents of pupils with special educational needs including those for arrangements made in accordance with clause 32.

Parents who need advice on any other services or information regarding support for their child should arrange an appointment with the SENCO.

Any contact details of support agencies can be found on the school's website or parents can ask for advice through the SENCO. The statutory assessment service can also provide up to date advice and information.

We currently have access to:

- Educational Psychologist visits from the Local Authority
- Speech and Language Service, both NHS and C&D Therapists.
- School Inclusion Partner
- Social Care
- School nurse

School arrangements for supporting pupils transferring between stages of education and preparing for independent living.

Children with SEND transferring to next stage of education will be well prepared to meet the challenge. SENCOs and teachers involved will meet and discuss the child's needs. Parents will be invited to discuss the development and well-being of their child. Paperwork will be passed on. A transition and induction process will be discussed to make the step to the next stage easier. This might involve visits from staff to the different settings of the child or the pupil making additional visits to his/her new school.

Review date: September 2027