



SEND Information Report Pix Brook Academy

Author: Isobel Hepworth

Date: September 2026

Review Date: September 2027

This page provides information about how we are implementing our SEND Policy which can be found on the SEND page on the website.

1. What kinds of SEN do we provide for?

- We are a mainstream academy for young people aged 9-16 years.
- We provide support for all students identified with SEN and Disabilities.
- We categorise our students under Monitoring, SEN Support and EHCPs.

2. What is our policy for identifying children and young people with SEN and assessing their needs, and who is the SENDCO?

- Our SEN policy sets out clearly what our process for assessing C & L needs are. *'The level of support initially provided to students in Year 5 is based upon data from a range of sources including lower school records, Key Stage 2 assessments and baseline testing carried out when they come to Pix brook. Baseline assessments consist of GL and Pixl testing, as well as Access Reader Test in KS2, and EXACT testing in Year 7 upwards. If further testing is required the SENDCo will formally assess them using a range of standardised tests.'*
- Progress is then formally assessed and reviewed on at least a termly basis. For students joining the Academy mid year, a similar range of data will be collected to enable informed decisions to be made. Students will be identified through ongoing assessments by the child or young person's teachers, and brought to the attention of the SENCO if they are making less than expected progress, in spite of high quality, differentiated classroom teaching targeted at the child or young person's area of weakness.
- It is the role of teachers, supported by the SENDCo and assistant SENDCo, to assess the needs of the young person in the classroom, and to identify those who may need further support because of a learning difficulty or disability. This will routinely be done through regular ongoing in class assessments, but may involve more specialised assessment from a Specialist Assessor, or the SENDCO.
- C & I, SEMH and S & P, are identified at transition into the Academy, through teacher observations and formal diagnosis.
- Some students have an Educational Health Care Plan, which clearly set out the needs of the young person.
- The Assistant Principal and SENDCO is Mrs Isobel Hepworth, and can be contacted by phone on 01462 416243 or by email PBA-SEND@bestacademies.org.uk
- The Inclusion Manager and Deputy SENDCO is Miss Elaine Gifford, and can be contacted by phone on 01462 416243 or by email PBA-SEND@bestacademies.org.uk

- The SEND Administrators are Jacki Lakin and Janine Elrichman and can be contacted by phone on 01462 416243 or by email PBA-SEND@bestacademies.org.uk

3. How do we consult with parents of children with SEN and involve them in their child's education?

- Parents get regular reports from the school regarding students' effort and progress, three times a year.
- There are three opportunities throughout the year at parents' evenings to meet with class teachers and the SEND team. The Inclusion co-ordinator reviews all SEN Support plans three times a year through provision Map.
- In addition to this those who are receiving specific SEN Support (as categorised by the Code of Practice 2014) the contact is supportive and fluid to discuss progress and support. This is for both school and parents.
- Learning Plans (Monitoring), Personal Provision Plans (PPP, SEN Support) and Passports (EHCP) are live fluid documents which are amended as needed. These are accessible to staff and parents all times via their provision map account.
- Parents are free and encouraged to contact the school at any time, either by phone, or by email to have a conversation about their child's progress in school.

4. How do we consult with young people with SEN and involve them in their education?

- We will always discuss with a young person and their parents before beginning any specific support and explain what we are doing, and why.
- We liaise with feeder / previous school on transition about how best we can support students, and this information is put into the PPPs.
- The SEND Team contacts all parents who child receives SEN Support or has an EHCP before joining the school.
- We ask students for their views on their needs and record this on their PPPs and Passports.

5. How do we assess and review children and young people's progress towards outcomes?

- Class teachers will be regularly assessing student progress as part of their normal practice through quality first teaching.
- All students are screened on entering year 5 (via ART) and year 7 (via exact) to establish if any additional Access Arrangements are required and to identify any additional areas of support needed.
- We complete reports regularly through the year for all young people, and this information is sent home to parents. We do additional EHCP reports based on their outcomes.

- The data generated by these reports will be scrutinised by the SENDCO after each reporting cycle so that any issues linked to progress can be highlighted and the relevant support put in place.
- We will try to use our normal school assessment processes as much as possible so as not to overburden our young people with too many assessments.
- All students with a SEN Support plan or EHCP who are receiving additional intervention over and above Ordinary Available Provision, have personalised targets which are reviewed by the member of staff running their intervention.
- There may be times though when we need to conduct more specialised assessments in order to obtain information to help us provide better support. We will always let students and parents know this is happening and let parents know the outcome of any testing.
- Assessments for needs that are not Cognition and Learning needs will need to be discussed with the SEND team who will make referrals to appropriate services. There is also additional information and useful links on our web page and included in CBC's [Graduated Approach](#).
- Y5-8 referrals for ADHD and ASD are completed by the school and parents and sent to the Child Development Centre (CDC). Y9-11 these are referred to CAMHS.
- Mental health referrals can be completed by parents, the GP and the school.

6. How do we support children and young people during transition?

- There is a well-planned programme of transition activities for those moving from year 4 into year 5 including additional visits for all students who we feel this would benefit.
- From as early as two years prior to transition the SEND Team will liaise with the lower schools and parents about specific needs and will begin a series of information gathering visits.
- Students already receiving SEN support will have a handover of this information which is put onto Pix brook's format and liaising at the annual review for any students with an EHCP.
- Transition between year groups is also carefully planned and thought out for our students with SEND.

7. What is our approach to teaching children and young people with SEN?

- We want everyone in our academy to make excellent progress, and to achieve the very best that they can, in all aspects of their all-round education, regardless of any Special Educational Needs or Disabilities that they may have.
- We believe that high quality teaching will ensure high quality outcomes for students, so it is essential that students with SEND have access to the same high quality teaching as everyone else in the school.

- It also means that we will work really hard with young people with SEND to put in place extra provisions to ensure the best possible outcomes for them, and to remove any barriers to learning that they may be facing.
- Systems in place for easy identification of SEN students with clear strategies from both SENDCo and teachers on how to support in lessons.
- We also place significant emphasis on the students' well-being and supporting them in all areas of their development.

8. Interventions

We offer a range of SEND interventions depending on need, and progress including:

- Speech and Language
- Social Stories
- Social Skills (various programmes)
- Pre and Post Teaching
- GL Emotional Literacy
- Talkabout
- Touch Typing
- ELSA
- No nonsense Phonics
- Twinkl phonics
- Word Wasp
- Accelerated Reader
- Therapeutic Thinking
- The Reading Fluency project

The provision is not exhaustive.

9. How have we adapted the curriculum and the learning environment of children and young people with SEN?

- The curriculum is very broad at our school and as such there is something available for all.
- Appropriate and specific interventions are in place for students who require them.
- Lessons are fully differentiated to allow pupils of all abilities to access the curriculum.
- The majority of the school site is fully accessible and meets all the requirements of the Equalities Act 2010.
- We run an alternative curriculum pathway for those students who it is suitable for. Acorn pathway is designed to ensure all students in KS3 have access to a full curriculum at their pace, with a pathway to achieve core qualifications at KS4.

Information as to the plan prepared by the governing body or proprietor under paragraph 3 of schedule 10 to the Equality Act 2010 and Accessibility Plan for can be found below:

- Increasing the extent to which disabled pupils can participate in the school's curriculum, access to areas of the building and differentiated activities and clubs so it is accessible for all.
- Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities and services provided or offered by the school, including;
 - The lift, fire evacuation chair, desks which the height can be altered, up or down in all classrooms, Technology and equipment in PE.
- Improving the delivery of written information to disabled pupils of information which is readily accessible to pupils who are not disabled. Including access to Chromebooks and ipads, and computer technology Read, Write, Gold (text to speech), touch screen laptops, so no student is at a disadvantage.
- Clear steps on diversity and values to ensure no student is treated differently or less favourable than any other pupil. This includes delivery in our Citizenship curriculum, threaded throughout other subjects, assemblies and even the Artwork as you walk into the entrance of the school.

Priority	Action	Outcome
Increasing curriculum participation	The curriculum is differentiated for all students needs and is reviewed annually to ensure it meets all student's needs. Invention with students working below age related expectation to close the gap. Increase the Accelerated Reader scheme to the whole school. Appointment of Reading lead across the school. Appointment of additional Teacher of SEND Acorn Pathway	Staffing and support groups. All students fully access core curriculum areas and therefore all others of the curriculum independently. All students fully access core curriculum areas Those highest need learners in the school have access to bespoke curriculum design. Students access the EBACC curriculum, with opportunities to secure core qualifications.
Improving the physical environment	Moving of lessons to accessible rooms, Staff provided to support. Moved into a brand-new building with a dedicated Inclusion room, and two therapy rooms. Lift on site to both floors, and ramps. Adjustable tables to make them higher or lower for stents where needed. Library shelves at wheelchair accessible height Wide accessible corridors. Easy layout to avoid congestion Disabled toilets on each floor. Disabled parking spaces Chrome books available	Fully Accessible for all

Improving the delivery of written information	The school works closely with the Local Authority to access all outside agencies- SENDAT working with the Academy. A range of technology available, including; Speech to text, reader overlays and translate all through Read, write, Gold software. Treslon software for exam purposes. Texts can be available for VI students. Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations	Enabling all students to be able to record information. All students are able to access all information in lessons and around the building.
Staffing and CPD	TA Training Three ELSA trained staff in school Two ELKLAN trained members of staff. Therapeutic Thinking Training for all staff.	Ongoing

10. Family Participation

- The Academy actively seeks the involvement of parents in supporting the education of their children. It is recognised that this is particularly important with students who have SEN where the support and encouragement of parents is often a crucial factor in achieving success.
- Parents are asked termly to contribute to their child's Learning plan, Personal Provision Plan or Passport.
- Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice, 2014.
- Communications between parents and the Academy will be consistently maintained. We will always discuss with parents before we seek support from an external agency.

- We will encourage all students to be independent learners and to work towards a positive progression to adulthood from their earliest days at Pix brook.

11. What is the expertise of staff to support children and young people with SEN and how do we continue to train them. How do we secure specialist expertise?

- Isobel Hepworth the Assistant Principal and SENDCO with 10 years experience as an Assistant Principal and SENDCo, and over 20 years of teaching experience working with students aged 9 – 18 years. Qualified teacher and PGCE. She holds the Level 7 PAPPAs Specialist Assessors qualification and the NASENCo Qualification. She is also ELKLAN SAL trained, a qualified NASEN SEND reviewer, Safeguarding Trained and a Mental Health First Aider.
- Elaine Gifford the Inclusion Manager and Deputy SENDCo has over 30 years of working with children identified as having SEND, across a range of Local Authorities.
- Highly trained and experienced lead SEND administrator Jacki Lackin.
- Shelley Vaughan is a Qualified Teacher with over 20 years of experience and is undertaking the Level 7 Assessors qualification.
- Naomi Laurie is a Qualified Teacher with SEND expertise.
- We have a team of 17 teaching assistants. All currently undertaking qualifications, including; Degree's, ELKLAN SALT trained, ELSA trained and ongoing SEND training. One is also significant experience of working with ASD students. As part of BEST we work alongside Thomas Rowell, the Director of SEND for BEST. As part of a team of SENDCOs including input from all academies in the Trust, as well as our feeder schools.
- As part of our school liaison meetings we run termly training for all staff on different aspects of SEN Practice.

12. How do we know how effective our provision for children and young people with SEN is?

- As part of the normal academy development and self-review cycle we will carefully examine the data from exam results, student surveys and teacher observations to evaluate the effectiveness of the provision
- A NASEN review is undertaken annually within BEST.
- A SENDAT review is undertaken annually by the Local Authority SEND advisory Team.
- Our Ordinary Available Provision and examples of what can be available can be seen in Central Bedfordshire's SEND teams [Graduated Approach](#). Both the Graduated Approach and the Parent Carer guide can be found as links on the SEND Landing Page on our website.

13. What do we do to make sure children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN?

- There are no barriers for any students with SEND for our activities in the academy.

- We actively encourage students with SEND to take part fully in the life of the academy.
- We are a fully inclusive academy.

14. What support have we got in place for improving the emotional and social development of our students?

- Our provision map shows clearly the provision in place for those young people with emotional and social needs.
- We use tools such as Therapeutic Thinking to assess and implement intervention for these students, as well as a mentoring scheme to further support any students who require it. We have an inclusive behaviour curriculum, which is taught to all students across all year groups, to support SEMH.
- We have a qualified ELSA for students who require a significant amount of support.
- Our anti-bullying policy sets out our approach to bullying.

15. How do we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and how do we support families?

- We draw on a range of local providers such as:
 - NHS, Union Street Clinic (CDC), local GPs, School Nurse.
 - Occupational Therapy
 - Speech and Language Therapy
 - CAMHS
 - CHUMS
 - Children's Social Care
 - Youth Involvement mentoring
 - Early Help Intervention from CBC
 - Child Development Centre
 - Central Beds SEND Team
 - Education Psychology Service
 - Outreach service from Ivel Valley School
 - Oakbank SEMH Outreach- once in Year 7
 - Weatherfield Outreach
 - Jigsaw
 - Medical Needs Teams
 - NHS Well-Being Coach
 - CHUMS
 - CBC approved Alternative Provisions should they be required
 - SENDIASS- **We provide free and impartial information, advice and support about special educational needs & disabilities (SEND) for children, young people, parents and carers in Central Bedfordshire.**

<https://cbseodiass.org/>

- We also use the Building Resilience in Families referral panel (BRIF) and Early Help Assessment forms (EHAs), to access and pinpoint specific and additional support for families as well as young people.

16. What arrangements are in place for handling complaints from parents of children with SEN about the provision made at the school?

- The school has a Complaints Policy which can be accessed via the school website.