



The Adeyfield Academy

Annual SEND information report 2025-2026



Introduction

The Adeyfield Academy aims to embrace the needs of all students and has a whole-school approach to Special Educational Needs and Disabilities (SEND). We provide effective opportunities for all students by responding to students' diverse and often complex learning needs, setting suitable learning challenges and overcoming barriers to learning.

The Adeyfield Academy is an inclusive school that believes strongly that all students, regardless of ability, background or ethnicity, have the right to participate in and enjoy all aspects of school life, and have the opportunity to meet their full potential.

We maintain very close links with our feeder primary schools in order to ensure that important SEND information on young people is shared appropriately. As well as working closely with our specialist advisors at County and our professional partners in the NHS to ensure that support and provision is provided as seamlessly as possible.

Key Questions:

1. What should I do if I think my child has special educational needs?

- Your first point of contact at The Adeyfield Academy should always be your child's Form Tutor who will be able to discuss your concerns and refer these on to the appropriate member of staff.
- You can also contact your child's Head of Year, the SENCo, Ms J Day, or a member of the Senior Leadership Team.
- The next stage could include classroom observations and a range of testing. A full range of age appropriate, standardised tests can also be used to identify a full range of learning needs.
- The results of any tests will always be discussed fully with both parents and the student in question.
- The SENCo may offer links to a range of appropriate supportive outside agencies.

2. How does The Adeyfield Academy know if a student needs extra help and what should I do if I think my child may have special educational needs?

- We have robust transition planning and work closely with our local primary school to support SEND students in Year 6 to plan their transition to The Adeyfield Academy.
- We use effective baseline assessment tests and monitor student progress in order to identify those who are making slower progress than their peers.
- School staff who have concerns about a student can refer him or her to the SENDCO.
- Students can also speak to any member of staff if they have concerns.
- The Adeyfield Academy also recognises that not all needs necessarily fall exclusively under SEND and as such we work closely with the pastoral teams and class teachers in supporting students.

3. How will school staff support my child?

- The first and best support for your child is through high quality teaching in the classroom. Teachers are given regular training and support to know how to help students with various additional needs to ensure they thrive as learners.
- Subject teachers are effective in planning lessons that are accessible and ambitious for every student. This may include, pre teaching vocabulary, methods to consolidate the topics, set alternative activities for home learning, provide specially targeted texts and resources appropriate

for an individual student's reading ability, or provide additional apparatus or materials, adapt and adjust resources and materials to make them accessible for students with specific learning needs.

- Each year group has a designated **Teaching Assistant** within the SEND team. This staff member will liaise with the student and their family to ensure the student is being effectively supported at The Adeyfield Academy. Whilst we do not provide 1-1 support, every measure is taken to ensure pupils can safely access a broad and balanced curriculum.
- At The Adeyfield Academy, **home learning support** is available to all SEN students, after school in the form of homework club. Home learning club is led by the LRC lead, who is on hand to provide support to students.

4. How will I know how my child is doing?

- It is important to communicate together for the best support for your child.
- During Autumn term 1, parents/carers will be informed of a student's placement on the Special Educational Needs Register.
- A member of the team/key staff (Tutor/Head of Year) will meet with families during each term to discuss provision.
- The Adeyfield Academy also has scheduled meetings where teachers give feedback to parents on the student's progress.
- Information on how your child is doing and the support they receive can be discussed with subject teachers and Heads of Faculty.
- There is also a report for each year group at key points during the year which are published on the Academy calendar on our website.
- Incidental opportunities may also arise by email and telephone, and the SENCo, Ms J Day, can always be contacted via email dayj@adeyfield.herts.sch.uk.
- If an additional intervention is considered suitable for your child, the SENCo will write or telephone home explaining the aims of the intervention and we will keep you updated during the midpoint and end points of the intervention.

5. How will my child be able to contribute their views?

- It is really important that the student's views are central to the process of support we offer, and so we use a variety of ways to include their point of view.
- It might be in a 1:1 conversation, over email or at an appointment with a chosen parent or friend. Sometimes it is hard to know what it is the student wants to say- they just know something might not be working. In those cases, we use a variety of activities to help support their reflection.
- We teach and support a continual process of helping students to become more able to reflect and express their views on the support they receive and learn to self-advocate increasingly effectively.

6. How will the learning and development provision be matched to my child's needs?

- The SEND Team alongside a designated member of staff for SEND teaching and Learning delivers regular updates and tailored support to enable the teachers to deliver their subject specialism with strategies to support students with varied needs.
- Our **student centred, solution focussed approach** means we develop provision designed to match the presenting needs of the student.

- The SEND team will also work with the student and family to produce an **Individual learner Profile**. This profile is available to all staff and details the strengths and challenges of the student, for teachers to help them best support the student in class. As the students become more able to reflect on their learning strengths and challenges, the students can outline ways they are helped to learn in class. These top tips are chosen by the student and recorded on the Spotlight profile for all staff to utilise. A student's profile will be reviewed and updated if necessary at least once a term.
- Targeted support for students with dyslexia, slow processing and other specific or moderate learning difficulties will vary depending on the needs of the student. A number of students may require in class support from a **Teaching Assistant** to access the curriculum or adapted tasks, or a small group **intervention**.
- The **interventions** that we use have a clear evidence base, and are devised, planned and initiated through communication with the child, parent/carer and relevant professionals, both inside and outside of school. Targeted support is dependent on need, prior attainment and levels of progress, as well as provision outlined in Education, Health and Care (EHC) Plans. These are regularly reviewed to ensure they are making a difference for the student and supporting their needs effectively. Our principle of 'Learning without Limits' strives to nurture independence.
- Where required, some SEN students will be able to access **permission cards**. These cards may allow the bearer to take short breaks from the classroom, access SEN or Pastoral spaces or go to lunch early to avoid crowds. Some SEN students may follow a **Personalised Learning Programme** in order to support their learning. These may be permanent or fixed term changes such as a reduced timetable or reduced home learning.
- All students with Exam Access Arrangements can attend **Exam Access support sessions**. These sessions ensure students are familiar with their arrangements and have ample opportunity to practise using them before their GCSE exams.

7. What support will there be for my child's overall wellbeing?

- Careful transition planning and both ends of the school journey
- Planned Pre-visits for vulnerable students
- Nurture groups, buddy/peer support and Lunchtime Sanctuary clubs
- Access to trained counsellors
- Support programme from LINKS Academy Outreach Team
- Increased parental contact
- Liaison with identified key member of staff
- Hertfordshire's Educational Support for Medical Absence (ESMA)
- School Attendance Officer

8. What specialist services and expertise are available at or accessed by the school?

- We have access to a range of **Specialist Advisory Services** who we frequently communicate with in order to ensure we are providing effective dynamic support for our students.
- Speech and Language Therapy
- Educational Psychology
- Social Communication Disorders Team
- Young people and Adolescent Mental Health Team
- Youth Connexions
- Herts SEND Team

- VI, HI and PNI Teams
- Families First Assessment
- Virtual Schools
- NHS Health Teams where appropriate
- Social Care where appropriate

9. What training have the staff supporting young people and young people with SEND had or are having?

- All staff received annual training and updates of key students with SEND.
- SEND staff have received specific training in areas of SEND in relation to the needs individual or core groups of SEND students
- The Learning Support team/SENDSCO works closely with external professionals to implement their advice for specific students with SEND.

10. How will you help me to support my child's learning and how will I be involved in discussions about, and the planning for my child's education?

- Specialist interventions and support programmes.
- Home-School agreement.
- Homebased Learning available online through Google Classroom
- Homebased Learning Club, 5 times a week after school.
- Extracurricular timetable available on the website.
- The annual SEND report and the sharing of information over a range of platforms
- SENCO and Deputy SENDSCO are always available to contact throughout the year.

11. How will my child be included in activities outside the classroom including school trips?

- All of our extra-curricular activities and school trips are available to all our students, including our before-and after-school clubs.
- All students are encouraged to go on our residential trip(s), and reasonable adjustments are made to facilitate the maximum possible inclusion in all activities.
- All students are encouraged to take part in sports day, school plays, special workshops, etc. No student is ever excluded from taking part in these activities because of their SEN or disability.

12. How accessible is the school environment?

The Adeyfield Academy has a well-established site that has been developed over many years, meaning some of our buildings are quite old, however we are in regular consultation with the relevant expert bodies, with the aim of making as much of the school accessible to those with disabilities. However, some challenges due to the building designs and site layout do remain. We recommend that parents visit our site at the annual open evening to make their own assessment of suitability, and contact us to discuss any specific requirements.

Recent adjustments to increase the levels of accessibility across the school site include:-

- Painted handrails around the site
- Adapted entrances and ramps into older blocks
- Edges painted on stairs and low overhanging structures

- Some automatic doors on our Staff Development Area
- Good acoustics across the site
- Wide paths and stairs around the campus
- Well-lit learning spaces and corridors
- Clear signage around the campus
- Lift access

The Adeyfield Academy continues to plan for increased accessibility of provision for all students, staff and visitors to the school (see The Adeyfield Academy's Accessibility Plan -[The Adeyfield Academy - Policies](#)) Our main priorities are improving and increasing the extent to which disabled students can take advantage of education, associated services and all facilities within the school.

11. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

- The Adeyfield Academy offers a full transition programme to support students transferring from Year 6 to Year 7.
- A supportive transition process including extensive communication with primary schools, Heads of Key Stage, Heads of Year and specialist services is all available and applied as needed.
- Accompanied visits to colleges can also be beneficial.
- The program of transition will always be matched carefully to the needs of the student in communication with home.

12. How are the school's resources allocated and matched to young people's special educational needs?

- Money is allocated for students in Hertfordshire mainstream schools, including those with SEND, through the school budget.
- Support is planned according to student need, taking account of any provision requirements outlined in Education, Health & Care plans.
- We use our resources in a range of ways, such as providing a range of interventions for students working significantly below age-related expectations.
- For students with significant and complex needs, the school can apply for top up funding through the Local Authorities Higher Needs Funding (HNF) stream.

13. How is the decision made about how much support my child will receive?

- This is dependent on provision outlined in Education, Health & Care plans or personal education plans for Looked after Children.
- It is also related to prior attainment and rates of progress.
- Teaching Assistant support and Interventions are prioritised for students who require more than high quality classroom teaching.

14. If I have more questions about my child at The Adeyfield Academy who can I ask?

- At The Adeyfield Academy we are very happy to speak to you about any aspects of your child's education. It is best to arrange to speak to one of the following in this order:
- The Form tutor/Head of Year
- The SENDCO
- The nominated SEN Governor, Mrs L Patterson, by emailing to admin@adeyfield.aetrust.uk
- The Headteacher

15. Where can I find information about the local authority's Local Offer of services and provision for young people with special educational needs and disability?

The Local Authority's Local Offer that outlines support and services for SEND available within Hertfordshire is available here: www.hertfordshire.gov.uk/localoffer

- [Services for parents, carers and families \(hertfordshire.gov.uk\)](http://www.hertfordshire.gov.uk) From this page you can find all the different types of support that parents and carers of children and young people with SEND might be able to access, including information on support groups, mental health, parenting courses and how to access services such as SENDIASS.
- [Getting help at school from your SENCO \(hertfordshire.gov.uk\)](http://www.hertfordshire.gov.uk) This page explains what the role of a SENCO is, and how parents, carers, and SENCOs can work together to achieve the best results for a pupil.
- [If your child is too anxious to go to school \(hertfordshire.gov.uk\)](http://www.hertfordshire.gov.uk) This page is designed to help parents and carers whose children's attendance is low due to anxiety, and has advice on how to support them and where to go for help.
- [Contact a SEND service \(hertfordshire.gov.uk\)](http://www.hertfordshire.gov.uk) This page has contact details of the different SEND services, including details of Advice Line for Educational Psychologists, the Speech Language Communication and Autism team, the Specific Learning Disabilities team and others.
- [New to SEND \(hertfordshire.gov.uk\)](http://www.hertfordshire.gov.uk) This page has information and advice for those whose children have just been diagnosed with SEND, or have suspected SEND.

16. What are the arrangements for handling complaints from parents of students with SEND?

- Complaints about SEN provision at The Adeyfield Academy should be made to the SENCo, Ms J Day, or the principal, Ms D Mason, in the first instance. Please refer to our complaints policy on our website for further guidance. The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that The Adeyfield Academy has discriminated against their child(ren). They can make a claim about alleged discrimination regarding:
 - Exclusions
 - Provision of education and associated services
 - Making reasonable adjustments, including the provision of auxiliary aids and service

Interventions

The following range of provision and support may be offered after consideration of an individual student's SEND needs, taking account of prior attainment data, the views of external professionals, their teachers, their parents and the student themselves.

Intervention
Social Skills programmes/support, including strategies to enhance self-esteem • Comprehensive PSHCE curriculum • Breakfast clubs • Peer support • House points, postcards home • Individualised programmes based on need
Access to a supportive environment – ICT facilities/equipment/resources (Inc. preparation) • Supportive transition process, extensive communication with primary schools • Extended transition visits • Blended learning school • Prompt cards and colour coded timetables to support student organisation • Use of own laptop in school • Specialist equipment to access the curriculum supported by the specialist teachers from the VI, HI, PNI teams
Strategies/programmes to support speech and language • Interventions supported by the speech and language team • Pre teaching of strategies and vocabulary for individual students
Mentoring activities • Peer mentors available to all year groups • Support from sixth form mentors • Specialist support available through Pupil Premium (PP) Co-ordinator
Access to strategies/programmes to support Occupational Therapy/Physiotherapy • Interventions or suggested strategies from an Occupational or Physiotherapist delivered through specialist teachers from the relevant advisory service as required
Strategies to reduce anxiety/promote emotional well-being (including communication with parents) • Mental Health Lead and Mental Health first aiders on site. • Robust Rewards and Character Programme • Planned programme of support from DESC Outreach worker based on referrals • Adapted Curriculum • A range of passes • Groups to support emotional well-being and external support from specialist advisory service • Virtual Schools • A range of supportive agency links to share with parents

Strategies to support literacy development and reading

- Sixth Form Reading buddy programme
- Targeted short term small group interventions for student with attainment levels below expectation
- Tracking of least able readers to ensure teachers are aware of the least able reader in their classes
- Ensuring strategies for supporting the least able readers are signposted to English teaching staff
- Ensuring there is space in the curriculum for all students to develop their reading skills
- Directing staff to resources in LRC - such as reading lists - to promote reading
- Ensuring there is provision for students to develop a love of reading through extracurricular opportunities - KS5 reading group
- Access to TA support in lessons where needs are identified

Strategies to support numeracy development

- Setting of Maths classes from Year 7
- Access to concrete/multisensory materials in lessons to embed concepts
- Provision of Maths software to support learning
- Maths booster classes to support learning

Strategies to support modify behaviour

- Use of the school behaviour policy (available on the school website)
- Pastoral support plans/safety support plan
- Support from DESC Outreach staff
- Social skills group – according to need

Provision to facilitate/support access to the curriculum

- Teachers provide adapted materials to support students with additional needs, barriers to learning are identified on individual learner profiles
- Target setting for Year 7
- Staff Training
- Weekly bulletin additions focusing on SEND and half-termly Spotlight briefings
- Website access to video support for key skills and specified need
- Screening for Access Arrangements for all formal exams from Year 9 onwards
- Access to specialist equipment (eg: Laptops) according to need
- Overlay testing and dyslexia screening
- Targeted in class support in core subjects

Strategies/support to develop independent learning

- Access to personal ICT
- Use of visual timetables and check lists
- Adapted curriculums and home learning
- Personalised targets for students
- Access to a broad and balanced curriculum

- Targeted short term small group interventions for student with attainment levels below expectation

Support/supervision at unstructured times of the day

- TAs are available to provide support during unstructured time, throughout the day
- Inclusion centre availability
- Teaching staff are on duty during unstructured time
- Lunchtime clubs

Planning and assessment

- SEN Code of Practice 2014
- Regular review of targets with student and parents – Tutor Review Day and Parent Teacher Consultations (PTC)
- Close working practice between SEND, Pastoral, Safeguarding, Wellbeing and Pupil Premium teams
- Meetings with key staff
- Screening for Access Arrangements for all formal exams from Year 9 onwards
- Individual student targets
- Education, Health and Care (EHC) plans where appropriate

Liaison/communication with professionals/parents, attendance at meetings and preparation of reports

- Liaison with a wide range of professionals
- Telephone/e-mail contact with parents
- Tutor Review Day and Parent Teacher Consultations (PTC)
- Specific key stage information evenings
- Home/school contact book
- Regular data points
- Regular progress meeting with parents
- Reporting to parents

Access to medical interventions

- Strategies for the use of personal medication, e.g. epipens, inhalers
- Access to First Aid trained staff on site
- Schools medical needs
- Individual protocols for young people with significant medical needs and allergies
- Individual support plans for students with short term medical needs
- Individual risk assessments
- Liaison and collaboration with ESTMA teachers for students significant medical needs
- Access to specialist advice as required