



Passmores Academy

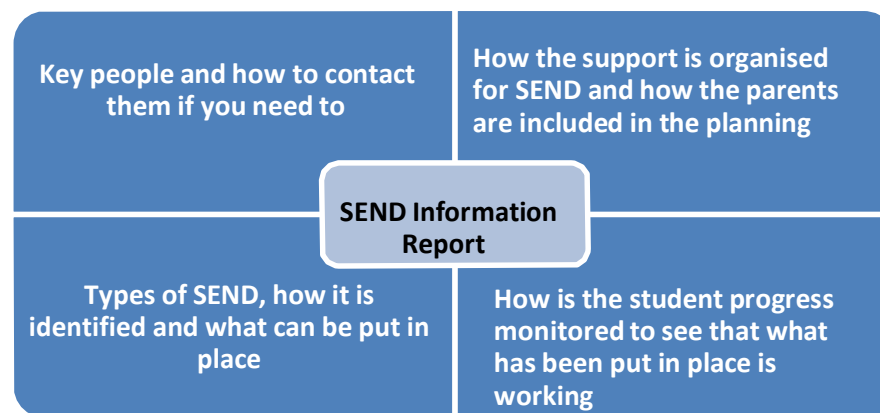
SEND Information Report 2025 - 2026

Introduction

Welcome to Passmores Academy and the PCLC Trust. We are pleased you are joining our school family and are looking forward to working with you and your young people. We are committed to supporting them in every way possible to support their individual needs so that they can reach their maximum potential.

In 2014 the government issued a new **SEND Code of Practice**. All schools are now asked to outline their support for students with a Special Educational Need/Disability in a yearly report which is available on the school's website. It is really important that everyone is able to get an understanding of what's on offer for SEND students in our school and any feedback and advice to make it better would be much appreciated.

What kind of information is in the report?



Accessibility

- Most laptops and all iPads have ways of making typed reports easier to access through a computer reader, larger text etc. - please ask if you would like help with this or visit [download.asp \(passmoresacademy.com\)](https://passmoresacademy.com/download.asp) to read the Accessibility Policy.

1. How do we make sure everyone is involved in how SEND Support is organised in our school?

- We have a whole school approach to organising additional support. With inclusion at our heart, every member of staff, from our cleaners to senior leadership, are part of that support network. Their views and ideas are warmly received and acted upon by the Inclusion Team.
- We work closely with parents who are involved in One Planning and who are given regular opportunities to give their views. Please feel free to contact us with suggestions once you have read this report – is it clear and easy to understand or is there any information missing?
- At the centre of all support organisation is the child. We work with the student to identify what works for them and to communicate this through their Pupil Passports.
- We recognise that additional support can take many forms and approach this innovatively. We draw from the skills and strengths of our whole team to organise support.

Keeping students safe

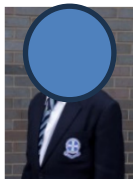
Passmores is an anti-bullying school, in receipt of the 'BIG award' for seven consecutive years. Mr. King Coordinates the school's internet safety policy and all staff have been trained through the 'Prevent Strategy' programme to recognise those at risk from radicalisation. Every member of staff has been trained on "Keeping Children Safe in Education 2021" and "Harmful Sexual Behavior". All staff follow set protocols for reporting concerns on online using 'My Concern'. A robust pastoral system is in place. For more information use these links:

Anti-bullying Policy – [aBjRt](#)

Safeguarding Policy - [download.asp](#)

2. How do we involve young people with SEND in their education and find out what is important to them?

- Through our child-centered system, we spend time with our students finding out their views on what's going well, any concerns they have and their hopes and aspiration for the future. We use a variety of methods and communication tools depending on what they prefer and how they communicate best.
- Students are invited to all review meetings and are encouraged to give their views on 'what's working well or not working well' for them. These views are used as a basis for identifying what they want to achieve (outcomes) and planning their support (provision). When their **One Plan** is working well, we have smaller provision review meetings unless there are lots of outside agencies/professionals involved.



* EHCP student's Progress and Provision * for [redacted]

Stage: E

Date of birth: 7/10/2011 Tutor group: INC Year group: Year 8 House: Lion

Teacher: Mrs Samantha Currie Start date: 3/9/2024 Review date: 19/7/2024 Plan number: 2

Adaptive Teaching

Which TOP TEN TIPS might support learning in class?

Brain Break	Pre-teaching of Key Vocab	Orally Adapting Language	Adapted Seating Plan	Alternative Methods to Record Work	Literacy Buddy	Visuals/Dual Coding	Scaffolded Instructions	Repetition and Retrieval Practice	TPP Approach - I wonder...
Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No

The One Plan will record the area(s) of need where the young person will need support. These are classified into 4 broad areas:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical and Neurological Impairment and sensory needs

Our main way of supporting students to communicate their needs is through their Pupil Passports. This is written with the student to communicate with teachers. All teaching staff have access to One Plans, Pupil Passports and background information on Edukey which also stores key documents. All SEND needs are recorded on seating plans.

3. Who co-ordinates the SEND Support in your school and how is the department organized?

Mrs Smith
Strategic Lead for
SEND - PCLC Trust

Contact: a.smith1@passmoresacademy.com

Mrs Moore
SENCo

Contact: d.moore@passmoresacademy.com

Contacts:

c.cleary@passmoresacademy.com

e.elven@passmoresacademy.com

s.currie@passmoresacademy.com

g.donoghue@passmoresacademy.com

c.ward@passmoresacademy.com

d.berkley@passmoresacademy.com

SEND Lead Team
C. Cleary – Assistant SENCo
E. Elven – SEND Lead
S. Currie – SEND Lead
G. Donoghue – SEND Lead
C. Ward – SEND Lead
D. Berkley - Admin Assistant

All can be contacted by
telephone on 01279 770800

4. What to do if you want to complain about anything



We hope to work in partnership with our parents to make sure all is working well in between the termly provision review meetings. However, if you are concerned, your first point of contact is always the SEND Lead for your child. If you feel things are not working well in a particular subject, you can email the teacher directly - all the teaching staff emails are on the school website.

The Principal, Miss Christie, is available to speak with parents / carers. The school Governor for SEND is Ms. Katie Vye. Should none of these stages resolve your complaint, then you may wish to contact the West Essex Statutory Assessment Service - Tel.03330139911.



5. Where can you find out what other support is available outside of the school's offer?

The **Essex Local Offer** provides information on services and support available in the area and can be found on the following link: <http://www.essexlocaloffer.org.uk/>



Outside Support Agencies that other families have previously told us they find useful:

[Epping Forest and Harlow Support Groups \(autism-anglia.org.uk\)](http://autism-anglia.org.uk)

[Esses SEND - Information, Advice and Support Service \(essendiaass.co.uk\)](http://essendiaass.co.uk)

[All ability adventure | Inclusive adventures | Essex Outdoors](#)

[Accuro | UK-based transcription services](#)

[Autism Support | PACT For Autism | England](#)

[Families In Focus | Essex Local Offer](#)

[Children with special educational needs and disabilities \(SEND\): Extra help - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[SNAP Charity - Registered Charity No.10 77787](#)

[Autism Anglia is an independent charity that provides care and support to autistic children, adults, and their families in East Anglia. \(autism-anglia.org.uk\)](http://autism-anglia.org.uk)

[Home - Home Start Essex \(home-startessex.org.uk\)](http://home-startessex.org.uk)

[ECFWS ADHD families - HCRG.pdf](#)

[ADHD and you | Attention deficit hyperactivity disorder](#)

[ADD-vance](#)

[ADDitude - ADD & ADHD Symptom Tests, Signs, Treatment, Support \(additudemag.com\)](http://additudemag.com)

[ADDISS](#)

[CHADD - Improving the lives of people affected by ADHD](#)

[Parenting and Family Support - Family Lives \(Parentline Plus\) | Family Lives](#)

[Home | ADHD advice for teenagers, parents and teachers | Living with ADHD \(janssenwithme.co.uk\)](http://janssenwithme.co.uk)

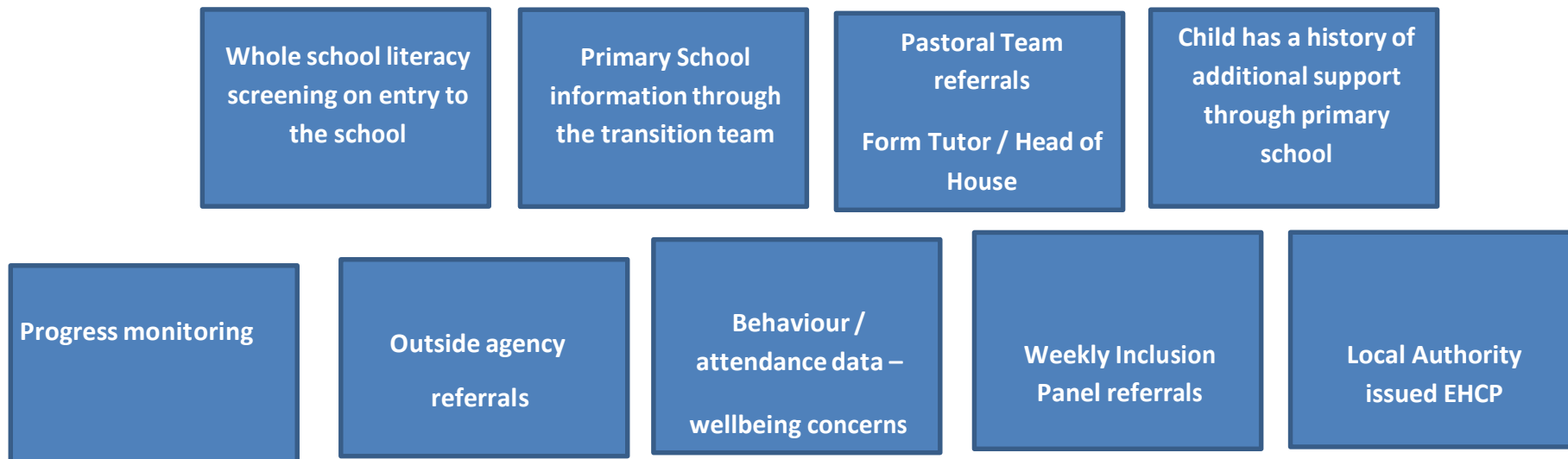
6. How do we identify young people as having a special educational need?

Section 20 of the Children and Families Act 2014 defines a child as having Special Education Needs and /or disability (SEND) if he or she ‘has a learning difficulty or disability which calls for special education provision to be made for him or her.’

A child is considered to have a learning difficulty if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age
or
- has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.

The main ways we identify young people are shown below:



If you have concerns about academic class work or homework, please contact the subject teacher directly.

7. What SEND support do we currently provide in our school?

Waves of Intervention Model



Special Needs Waves of Intervention Model

Wave 1

Wave 1 is good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom.

This includes providing differentiated work and creating an inclusive learning environment.

Wave 2

Wave 2 outlines specific, additional and time-limited interventions provided for some children who are falling behind the age expected level.

Wave 2 interventions are often targeted at a group of pupils with similar needs.

Wave 3

Wave 3 is targeted provision for a small percentage of children who either require a high level of additional support/specialised provision in order to address their needs or is for children who have been identified for an intervention designed to accelerate progress.

All teachers have been trained on inclusive teaching strategies and regularly include the following in their teaching:

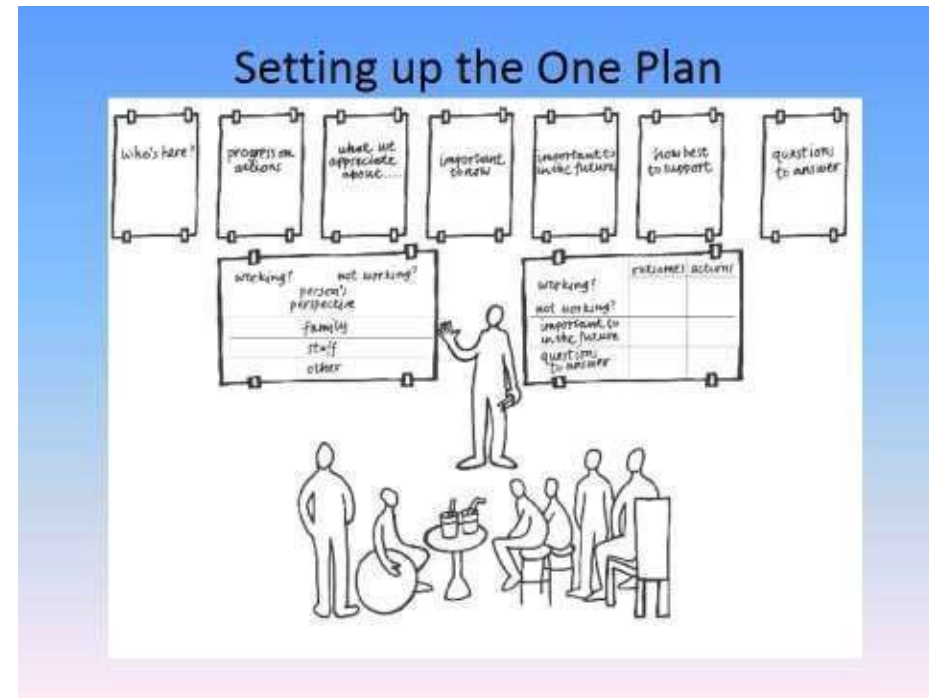
1	Annotated seating plans – literacy buddy, away from distractions etc
2	Scaffold instructions – clear, simple, concise, naming the steps
3	Plan movement breaks for all - pressure activities – 1 - 2 minutes in seats
4	Pre-teach key vocab
5	Orally modify language
6	Build-in lots of repetition and retrieval practice
7	Use visuals/dual coding – wall displays/ Knowledge organisers etc.
8	Targeted questioning and instructions
9	TPP – ‘I wonder.....’ ‘I can see you’re feeling’
10	Alternative methods to record work – does it need to be written?

Wave 1 (whole class)	Wave 2	Wave 3
Quality First Teaching in classrooms with inclusive teaching practice	All of Wave 1 plus:	All of Wave 2 plus:
Accelerated Reading programme (Years 7 & 8) MyOn online library	IDL Literacy and Numeracy programmes	Bespoke reasonable adjustments as
IT support e.g. laptops, iPads, Simple TTS Reader	Maths overlearning	Additional shared support in class
Pastoral support through vertical tutor groups and house system.	Support with planning and organisation	Additional provision as laid out in EHCPs
Homework club	Precision monitoring	Nurture Pathway
Break & Lunchtime clubs	Shared in-class support for core Subjects using hover model	Online Speech and Language therapy
Whole school literacy screening (Year 7)	Access to Pastoral team supported breaks and	Thinking Reading programme
Access arrangements as a usual way of working	Small adjustments such as time-out cards	Mental health and well-being mentoring/counselling
Bedrock Learning for vocabulary development (Pilot currently)	Emotional Literacy mentoring using Zones of Regulation and 6 Core Strengths.	Specific Alternative Provision with external providers.
Accelerated reader	Lego Social Skills Therapy Self-esteem workshop Art and Music Therapy	

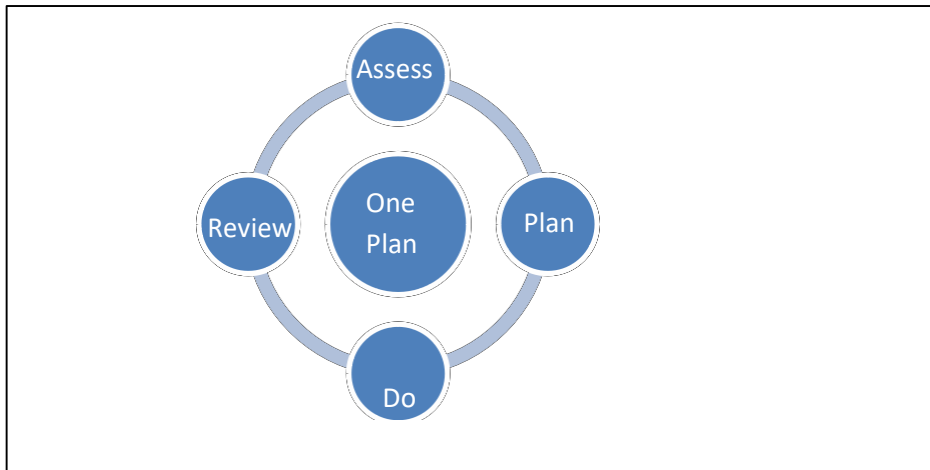
8. How is the level of SEND Support agreed and reviewed with young people and their parents?

Level of Need and relevant SEND Plan

- Education Health Care Plan – high level of need
- One Plan for those on SEND Support – student need is additional or different
- My Concern – for those with emotional and mental health needs.



The Graduated Approach to planning.....



Information is gathered from the student, the parents, teachers, and sometimes outside agencies. All assessment data and screening tests are used to identify the main areas of needs and agreed **outcomes** for the plan. Everyone at the meeting agrees the type and level of support/intervention. The One Plan is reviewed with students and parents/carers three times a year to see what's working well or not working and needs changing. Provisions and interventions are evaluated using progress data and student voice questionnaires.

9. How do we train and support staff to meet the needs of our SEND students?

Teaching staff are constantly updating their skills through a programme of continuing professional development (CPD) delivered on training days and after school sessions. All school staff have had training in TPP and Positive Regard, Autism awareness, ADHD, Early Literacy/phonics, safeguarding and new teaching staff complete a comprehensive Induction Programme which includes a SEND element.

Our in-house training for co-educators focuses on enabling best practice such as Autism awareness, ADHD, Selective Mutism, Literacy and Numeracy, Supporting Down Syndrome and Meeting Individual Needs. Co-educators are consulted about their training needs and have benefitted from high quality training to support English and Maths GCSEs. A manual has been created and provided to enable confidence in technical language. The team are encouraged to identify challenges they face in their support and highlight these to the SENCo as key focus for next steps training.

10. Where can you find our school's SEND policy and how do we monitor its effectiveness?

Our SEND Policy can be found on the school website. [download.asp](#) We get feedback from students, parents and teachers and constantly strive to make all documents as accessible to all as possible. The SENCO evaluates the progress of students by their type of SEND, which identifies particular areas of need and pinpoints where resources may need to be deployed.

11. How do we allocated SEND resources and equipment?

It is important to note that we pool all our resources including co-educators and allocate support based on identified needs. Resources are not linked to any particular diagnosis (apart from the Hub) and each student's provision is allocated on an individual basis and agreed with parents. The school works hard to ensure that no student is disadvantaged in terms of facilities and equipment. We use a range of equipment/facilities to support our students and the school site is fully accessible to wheelchair users. Other equipment is provided through our specialist teacher team which students borrow while they attend our school. We do not offer one-to-one support for any students as we believe that it hinders the development of independence and resilience – two vital skills for adulthood. Adult support in class is based on the need of the young person and priority is given to those with EHCP or LAC/PLAC status.

12. How do we access specialist advice and which specialists come into our school?

All students with an EHCP receive either a final visit or telephone consultation from the Specialist Teacher Team in Year 7. A referral to an outside agency for specialist support can happen at any time but tends to be agreed during One Plan Meetings. The waiting lists for the Child Development Clinic, Communication Disorder Assessment Clinic, Emotional Wellbeing services and Educational Psychologist are long. Once referred, we may be supported by the following outside agencies:

Specialist Teacher Team	Speech and language Therapist	Physiotherapist	Occupational Therapist
Educational Psychologist	ADHD Nurse through the Child Development Clinic		School Nurse

13. How do we help young people with SEND transfer with confidence to our school?

Passmores has a highly skilled KS2 to KS3 transition team made up of key pastoral and Inclusion staff, led by Miss Cunningham. The SEND Lead team manage the transition arrangements for all students with an EHCP and where Passmores has been named as the receiving school, attend Year 6 EHCP Review meetings so we can get our One Planning into place. The SEND Lead team support students on transition days, providing opportunities for new students to meet other new year 7's and key staff.

In addition, partnership agencies such as Harlow College and specialist teachers attend KS4 EHCP reviews to enable a smooth transition on leaving school. Life skill outcomes are identified in the Year 9 Transitional Review.

14. How do we prepare young people with SEND for adulthood?

All our students access a Personal, Social, Health programme through the 'iFuture' curriculum and all students access our award-winning careers programme. We have a careers advisor on site to support students with their options and future transitions. The careers programme for all Passmores students includes taster days to college, Post 16 option evening (SEND options workshop) road shows, work experience and personalised transition plans for our Foundation Learners.

All students with an EHCP have a 'preparation for adulthood' focus to their annual review but the One Planning process identifies a student's aspirations from Year 7. In Years 9 to 11 some students' development is enhanced through a life-skills programme using ASDAN, cooking and vocational pathway options. There is a focus on functional literacy and numeracy skills which are delivered in a practical way.

15. What support do we offer to support emotional and social development and for student well-being?

The primary contact is through the tutor and House system who are supported by the behaviour team known as the STEP team. Peer mentoring is run weekly in tutor groups. All students on the SEND register have a key worker called a SEND Lead who both parents and students can contact to discuss needs and support using the emails in Section 3.

Passmores has a Therapeutic Team who are trained to support mental health and well-being. They have support through CAMHS and Mind and organise counselling and/or art and music therapy for students when required. The SEND Team also offer Lego Social Skills Therapy and Zones of Regulation mentoring.

The Access Centre is available at lunch and break as a supervised safe space. Students are actively encouraged to join extra-curricular clubs and activities and support is given to ensure all students have access to enrichment activities and trips.

16. How is the school's SEND Policy and offer of support evaluated?

- Weekly meetings with SEND Lead team.
- Weekly Inclusion Panel meetings with SEND Team, SLT and pastoral staff.
- Fortnightly meeting with SENCo and Principal.
- Fortnightly meetings with SENCo and Associate Senior Leadership Team.
- Termly analysis of achievement data with SENCo and Data Team.
- Termly Children Causing Concern Meetings with SEND Lead Team, Therapeutic Team and Attendance Officer.
- Termly meetings with SENCo and Governors.

Thank you for taking the time to read this report. We hope that it has been informative and helpful. We are always seeking further ways to support young people and their families. Please contact the SENCo if you would like to discuss any omissions or improvements, or if you want further clarification on of the points.

The report will be reviewed at least annually. It was last updated on 6th March 2025.

