THE ST LAWRENCE ACADEMY

SEND Information Report 2026–2027

1. Our SEND vision

At The St Lawrence Academy, we are committed to providing an inclusive and nurturing environment in which all students, regardless of need, can thrive academically, socially and emotionally. We recognise and celebrate the unique strengths of every learner and work collaboratively with students, families and professionals to secure the best possible outcomes.

2. Who should I contact about SEND?

Parents and carers who have questions about special educational needs, provision or support are encouraged to contact the academy. The SENDCo is Mrs Nusrat Choudhry. The Deputy Headteacher for Inclusion and Designated Safeguarding Lead is Mrs Helen West.

Telephone	01724 842447
SENDCo	nchoudhry@tsla.co.uk
Deputy Headteacher for Inclusion & DSL	hwest@tsla.co.uk
Dedicated SEND email	send@tsla.co.uk

3. Our Inclusion Team

Name	Role
Mr Daniel Ellerby	Headteacher
Dr Hilary Beverley	SEND Governor
Mrs Helen West	Deputy Headteacher for Inclusion & DSL
Mrs Nusrat Choudhry	SENDCo
Mrs Evelyn Woolley	Safeguarding Support / Wellbeing / Early Help / DDSL
Mrs Helen Hill	Behaviour & Pastoral Leader
Mrs Ewa Catalano	EAL Learning Mentor
Mrs Jo Evans	Attendance Lead & Medical
Ms Eloise Wright	Assistant SENDCo / Nurture Lead and ELSA Practitioner
Mrs Charlotte Atkinson	Assistant SENDCo / Assistant Teacher
Mrs Kathy O'Callaghan	Inclusion Support Officer (Reset)

4. Year-team structure

Each year group is supported by a dedicated pastoral and learning-support team.

Year	Head of Year	Student Progress Leader	Assistant Teachers
7	Mr J Stainton	Miss S Shrimpton	Miss C Brown Mrs G Rbinson
8	Ms J Knowles	Ms T Bowdley	Ms M Zielinski
9	Mr E Wraith	Mr J Browne	Mrs V Brader Miss E Arrand
10	Mr A Murray	Mrs C Bremner/ Mrs R Begum	Ms K Ellis Mrs M Choudhury
11	Miss S Walker	Ms A Roberts	Miss D Bussey Ms A Ghinet
ALC	Miss L Phillips		Miss N Islam Miss N Lintott-Rayner

5. What kinds of SEND do we support?

We support students across the four broad areas of need identified in the SEND Code of Practice:

- Communication and Interaction – for example, autism and speech, language and communication needs.
- Cognition and Learning – for example, specific or general learning difficulties, including dyslexia, dyspraxia and dyscalculia.
- Social, Emotional and Mental Health – for example, needs associated with emotional wellbeing, anxiety or ADHD.
- Sensory and/or Physical Needs – for example, visual or hearing impairment, epilepsy or physical disability.

6. How do we identify and assess SEND?

The academy uses a range of information to identify possible SEND. A diagnosis is not required for a student to receive SEN Support where additional or different provision is needed.

- Information received from primary schools and previous settings during transition.
- Whole-school assessment cycles, progress information and data tracking.
- Teacher observations, concerns and referrals.
- Screening tools where appropriate, including dyslexia and dyscalculia screening.
- Information from parents/carers and the student.
- Assessments and advice from external professionals and specialist services.

Where a concern is identified, the academy will discuss this with parents/carers and consider appropriate next steps. Where a student is identified as having SEND, the academy records this and plans provision to meet the identified need.

7. What happens when a student is identified with SEND?

Students identified with SEND are supported through a graduated approach. The academy assesses need, plans support, implements provision and reviews its impact. Students on the SEND register are provided with an Individual Learning Plan (ILP) and a one-page Student Passport. ILPs are formally reviewed three times during each academic year. Progress towards individual targets is considered and targets, strategies and provision are updated where appropriate. Updated ILPs are shared with parents and carers through EduKey so that families have an up-to-date record of their child's SEND needs, outcomes and support.

- Assess – identify strengths, barriers to learning and the student's needs.
- Plan – agree outcomes, strategies, reasonable adjustments and any targeted provision.
- Do – teachers remain responsible for the student's progress, supported by the SEND and Inclusion teams.
- Review – consider progress, pupil and parent/carer views, evidence of impact and whether provision should continue, change or be increased.

8. How do we teach and support students with SEND?

High-quality, inclusive classroom teaching is the starting point for all students. Teachers use information in ILPs and Student Passports to plan appropriate support and reasonable adjustments.

- Clear explanations, modelling and scaffolded tasks.
- Adapted resources and teaching approaches where appropriate.
- Personalised targets and regular checks for understanding.
- Appropriate use of visual, practical and assistive resources.
- Small-group or 1:1 intervention where this is identified as necessary.
- Regular assessment, feedback and review of progress.
- Targeted support from Assistant Teachers and the wider Inclusion Team.

9. How do we evaluate whether SEND provision is effective?

Provision should make a measurable difference to a student's access, participation, progress, independence or wellbeing. The academy reviews this through progress information, ILP and target reviews, intervention evidence, attendance and engagement information where relevant, teacher feedback, pupil voice, parent/carer views and advice from professionals. Provision is adjusted where evidence shows that a different approach is needed.

10. How are parents and carers involved?

We aim to work in partnership with parents and carers. Families are involved when SEND concerns are identified and are invited to contribute to planning and reviewing support. Parents and carers can share information about strengths, needs, successful strategies and priorities for their child. In addition to review meetings and academy consultation opportunities, families can contact the SEND Team directly through our dedicated SEND email: send@tsla.co.uk. We also host termly SEND Coffee Mornings, providing an informal

opportunity to meet the SEND and Inclusion Team, ask questions, learn more about support and services, share experiences and contribute to the development of our SEND provision.

11. How are students involved in decisions about their support?

Student voice is an important part of SEND planning. Students are encouraged to identify what helps them learn, what they find difficult, their strengths and their aspirations. Their views inform Student Passports, ILPs, review discussions, transition planning and, where applicable, EHCP Annual Reviews. The academy also runs an EHCP workshop for students with Education, Health and Care Plans to help them understand what their plan is, the outcomes and provision within it, how Annual Reviews work, and how they can contribute their views and aspirations. This supports students to develop confidence in self-advocacy and preparation for adulthood.

12. What additional pastoral and targeted support is available?

Depending on assessed need and available provision, support may include:

- Anti-bullying support and restorative practice.
- Peer mentoring.
- EAL support.
- Wellbeing and Early Help coordination.
- Nurture and ELSA-informed support where identified as appropriate.
- Parenting and family support.
- Targeted small-group or individual interventions.

The precise intervention offered to an individual student is determined by assessed need and is reviewed for impact.

13. How do students with SEND take part in the wider life of the academy?

Students with SEND are supported to participate alongside their peers in the wider life of the academy, including enrichment, physical activity, trips and other school opportunities. Our SEND enrichment offer also includes Minecraft Club, Nurture Club and Gardening Club. These provide additional opportunities to build friendships, communication, confidence, emotional regulation, teamwork, responsibility and a sense of belonging through shared interests and practical activities. Where a disability or SEND creates a barrier, the academy considers reasonable adjustments and appropriate support so that students are not disadvantaged.

14. What accessibility arrangements are available?

The academy provides lift access for students with mobility needs and accessible toilets. Adaptations are made in line with the academy's Accessibility Policy and individual need. The academy's Accessibility Plan should set out how it will increase participation in the curriculum, improve the physical environment and improve access to information for disabled students.

Specialist equipment, assistive resources or environmental adaptations are considered in response to assessed need and, where appropriate, advice from specialist professionals.

15. Admissions and equality for disabled students

The academy is committed to inclusive practice and to preventing disabled students from being treated less favourably than other students. Admission arrangements for disabled students operate within the academy's published admissions arrangements and applicable statutory duties. Reasonable adjustments are considered to support access to education and academy life.

16. What expertise and training do staff have?

Assistant Teachers receive regular professional development to strengthen their knowledge and strategies for supporting students with SEND. The SENDCo oversees the quality and impact of SEND intervention. Where a student's needs require specialist expertise beyond the academy's existing knowledge, the academy works with appropriate external professionals and services.

17. Which external professionals and services may we work with?

Depending on individual need, the academy may work with services including:

- Educational Psychology Service.
- Speech and Language Therapy.
- Occupational Therapy.
- CAMHS.
- Autism Outreach / ASET.
- Visual and Hearing Impairment Services.
- Youth Offending Service.
- North Lindsey College and other post-16 providers.
- Other education, health, social care or specialist services as required.

18. How do we support transition?

Transition is planned according to individual need. This includes liaison with primary schools and external agencies, additional visits for vulnerable students, and collaboration with colleges and post-16 providers. Year 10 work-experience opportunities can also contribute to preparation for the next stage.

For older students with SEND, transition planning should increasingly focus on preparation for adulthood, including further education or training, employment aspirations, independence, community participation and, where relevant, health and care needs.

19. How is progress reported and reviewed?

- Students receive termly progress reports.

- Parents/carers are invited to consultation evenings.
- SEND support is reviewed through ILP/target review opportunities.
- EHCP Annual Reviews and PEP meetings are held as required.
- The SENDCo is available throughout the year to discuss SEND support.

20. What if I have a concern or complaint about SEND provision?

We encourage parents and carers to raise concerns as early as possible so that they can be discussed and, where possible, resolved. For concerns about SEND provision, parents/carers may contact the SENDCo or Mrs Helen West, Deputy Headteacher for Inclusion and DSL, Telephone: 01724 842447 | Email: hwest@tsla.co.uk . If the concern is not resolved, the academy's published Complaints Policy should be followed.

21. Independent information, advice and support

North Lincolnshire SENDIASS provides free and impartial information, advice and support to children and young people with SEND and their parents/carers.

- Telephone: 01724 277665
- Email: help@nlsendiass.org.uk
- Address: SENDIASS, Church Square House, 30–40 High Street, Scunthorpe, North Lincolnshire, DN15 6NL

22. North Lincolnshire Local Offer

The North Lincolnshire SEND Local Offer provides information about education, health, social care, specialist services, preparing for adulthood and other support available to children, young people and families.

Local Offer: https://localoffer.northlincs.gov.uk/

23. Useful academy and national links

- Academy SEND Policy – TSLA SEND Policy 2026-27 .pdf
- Academy Accessibility Plan/Policy – Accessibility Plan.pdf
- Academy Complaints Policy - Complaints Procedures - Parental .pdf
- Academy Admissions arrangements – Admissions Policy The St Lawrence Academy 2027-28 draft AA.pdf
- North Lincolnshire SEND Local Offer – https://localoffer.northlincs.gov.uk/
- North Lincolnshire SENDIASS – https://www.northlincs.gov.uk/schools-libraries-and-learning/sendiass/
- SEND Code of Practice: 0 to 25 years – GOV.UK.
- National Autistic Society, British Dyslexia Association and other specialist organisations as appropriate.

24. Review and publication

This SEND Information Report should be reviewed at least annually and updated sooner where information changes during the year. The academy should seek and consider the views of students with SEND and their parents/carers when reviewing its SEND information.

Updated: August 2026 Next planned review: August 2027