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Enrich Academy

# SEND Report

## September 2025

<b>Summary</b>	Special Educational Needs & Disability Report			
<b>Responsible person</b>	Kate Lyell, Madeline Heaton			
<b>Accountable ELT member</b>	N/A			
<b>Applies to</b>	<input checked="" type="checkbox"/> All Staff <input type="checkbox"/> Support Staff <input type="checkbox"/> Teaching Staff			
<b>Trustees and/or individuals who have overseen development of this policy</b>	N/A			
<b>Headteachers/Service Heads who were consulted and have given approval (if applicable)</b>	Laura Russell (Interim Head)			
<b>Ratifying committee(s) and date of final approval</b>	Enrich Academy SLT			
<b>Version number</b>	1.2			
<b>Available on</b>	Every	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	Trust Website Academy Website Staff Portal	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Y <input checked="" type="checkbox"/> N
<b>Related documents (if applicable)</b>	SEND Policy			
<b>Disseminated to</b>	All Enrich Academy			
<b>Date of implementation (when shared)</b>	October 2025			
<b>Date of next formal review</b>	September 2026			
<b>Consulted with Recognised Trade Unions</b>	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N			

Date	Version	Action	Summary of changes
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Oct 23	1.0	Report created  Change to Trustees for SEND	Information report adapted from the SEND report for the Springfield Centre following academisation. Change to Trustee – Andy Percival
Oct 24	1.1	Report Revision	Additions to reflect the offer at Enterprise.
September 25	1.2	Information Review	Minor Amendments. Updated to reflect curriculum strands.

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## **Enrich Academy's SEN Report**

# **1.The kinds of SEN that are provided for**

Enrich Academy is an Alternative Provision specialising in supporting pupils with Social Emotional and Mental Health difficulties, however it is recognised that our pupils may also require support within other areas of need including:

- Communication and interaction, for example, autistic spectrum condition, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

# **2.Identifying pupils with SEN and assessing their needs**

Admissions to Enrich Academy come through a variety of routes; please refer to the admissions policy for further details.

Each pupil's current skills and levels of attainment on entry will be baseline assessed, building on information from previous settings and Key Stages, where appropriate. Teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better the child's previous rate of progress;
- Fails to close the attainment gap between the child and their peers, despite receiving differentiated learning opportunities;
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social and emotional needs. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents / carers.

## 3.Consulting and involving pupils and parents

Staff will have an early discussion with the pupil and their parents / carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and need;
- The parents' / carers' views / concerns are considered;
- Everyone understands the agreed outcomes identified for the child;
- Everyone is clear on what the next steps are and how they can support them.

Records of these early discussions will be added to the pupil's record. We will formally notify parents when it is decided that a pupil will receive SEN support.

## 4.Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The staff within the setting will work with the SENDCO to carry out a clear analysis of the pupil's needs through coproduction of a Learning Plan. This will draw on:

- The teacher's assessment and experience of the pupil;
- Their previous progress and attainment and behaviour;
- The individual's development in comparison to their peers and national data;
- Other teachers' assessments, where relevant;
- The views and experience of parents / carers;
- The pupil's own views;
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All staff within the setting who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. The effectiveness of the support and interventions and their impact on the pupil's progress will be regularly reviewed.

Where a pupil requires an Education, Health and Care assessment, Enrich Academy staff will make the necessary application or will support the mainstream school with this application.

## 5.Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to or from. We will agree with parents and pupils which information will be shared as part of this. Our transition members of staff support parents and pupils by home and school visits, filling in forms and advising on appropriate placements.

## 6.Our approach to teaching pupils with SEN

Enrich Academy is committed to the promotion of support and improvement of children's needs. Everyone will be offered a broad and balanced curriculum in an inclusive setting. Work will provide challenge for all pupils at an appropriate level.

Enrich Academy currently offers three curriculum strands to allow us to support pupil's appropriately to achieve their aspirations and prepare them for their next steps.

### Elevate Zone

Reflecting Progress and Ambition Ideal for students who are "ready to learn" and thrive with a structured routine.

Typical needs: Cognition and Learning

Curriculum Offer:

- Specialist teaching in Maths, English, and Science (GCSE or Functional Skills)
- Personal Development, PE, and Cooking
- Four vocational subject options
- Weekly Forest School

### Endeavour Zone

Emphasising Support and Emotional Safety Designed for students with SEND or communication and interaction needs.

Typical needs: Autism, Speech & Language, Social Communication

Curriculum Offer:

- Maths and English (GCSE or Functional Skills)
- Personal Development and enrichment
- Project-based vocational learning (four subject options)
- Regular Forest School sessions
- Development of social and communication skills throughout the curriculum

### Empower Zone

Focusing on Self-Regulation and Personal Growth Supports students with significant social, emotional, and mental health (SEMH) needs.

Typical needs: Emotional regulation, sensory and physical needs

Curriculum Offer:

- A full nurture programme

- Maths and English (GCSE or Functional Skills)
- Personal Development, PE, Cooking, and enrichment
- Four vocational subject options
- Weekly Forest School

As part of the nurturing and creative curriculum, and to enrich the pupil's social and emotional development, off-site activities are delivered frequently. This may include:

- Football and other team sports
- Biking,
- Forest School
- Community based activities

Teachers are responsible and accountable for the progress and development of all the pupils they teach. Quality First Teaching is our first step in responding to pupils who have SEND.

All of our extra-curricular activities and school visits are available to all our pupils. All pupils are encouraged to take part in special workshops, curriculum days e.g. a visiting local farm. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

## 7. Adaptations to the curriculum and learning environment

The following adaptations are made to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Some students will take Entry Level qualifications as part of a tailored approach to learning to meet their needs.
- British Values and SMSC are threaded throughout the curriculum, through form time, core subjects and heavily in Group Intervention lessons. These sessions require pupils to reflect on their perspectives and beliefs and to consider those of others, through stimulating presentations regarding, for example: ethnicity, bullying, disability and perspective.

## 8. Additional support for learning

Our staff are experienced and skilled at delivering a variety of specialist interventions. Staff support pupils either on a 1:1 basis or in small groups, as appropriate.

## 9. Expertise and training of staff

Our staff are highly specialised across differing areas of need and are all involved in regular Continued Professional Development, which includes training from outside specialists as well as sharing good practice and training across all Enrich Academy settings and strands of provision. This means that staff, where appropriate, have access to accredited courses and qualifications.

## 10. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term and progress on the Ready to Learn scale;
- Reviewing the impact of interventions after a suitable period of time after the start of the placement and at regular intervals thereafter;
- Using / analysing pupil questionnaires;
- Monitoring by the SENDCO;
- Completing My Support Plan reviews
- Using provision map to measure progress;
- Holding annual reviews for pupils with EHC plans.

## 11. Support for improving emotional and social development

Throughout a pupil's time at Enrich Academy, parents / carers will receive regular contact from core staff to provide updates on academic, SEMH and wellbeing progress. This will usually be done by phone but will also include meetings in school or at home. Progress will be tracked through the use of Provision Map, My Support Plans, teacher assessments and Ready to Learn. Parents/carers are encouraged to contact the SENDCO or their child's core staff team at any time should they wish to discuss any aspect of their child's development or have any concerns.

Pupils with SEN are encouraged to be part of the school council.



We have a zero-tolerance approach to bullying, as outlined in the Enrich Academy Anti-bullying policy.

## 12. Working with other agencies

Enrich Academy recognises that it is essential to establish positive and effective working relationships with other agencies to ensure the best outcomes for all pupils.

Partnerships with agencies providing support for students with SEND include:

- Education Psychologist Service;
- LA Duty and Advice;
- WISENDSS
- ADHD Foundation
- Child and Adolescent Mental Health Services (CAMHS);
- Children's First Hub
- SENART
- Local – school nurses & health visitors;
- Speech & language therapists;
- Occupational therapists/ Physiotherapists;
- GPs / consultants;
- Community Paediatricians/hospital consultants/dieticians
- Police;
- Youth Engagement Service
- Youth Intervention Team
- St. Giles
- Family support workers.
- Neuro-pathway referrals
- Star Bereavement
- Turning Point
- Liaison and diversion team
- Young Carers
- Specialist short breaks
- Youth Offending Team
- Future in Minds
- SENDIASS

Enrich Academy works in partnership with all agencies listed on the [Local Offer page](#)

## 13.Complaints about SEN provision

Complaints about SEND provision should be made to the SENDCo in the first instance. Enrich Academy's complaints policy / procedure will then be followed.

The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SENART tribunal if they believe that a school 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 services.

## 14.Contact details of support services for parents of pupils with SEND

In order to view support services available to you please visit:

[www.wakefieldparentcarers.co.uk](http://www.wakefieldparentcarers.co.uk)

## 15. Contact details for raising concerns

Enrich Academy – 01924 862232

[enrichoffice@eat.uk.com](mailto:enrichoffice@eat.uk.com)

Kate Lyell – SENDCo

Madeline Heaton – Assistant SENDCo

## 16. The local authority offer

Our local authorities local offer is published here:

[Wakefield SEND Local Offer | Wakefield SEND Local Offer](#)

## 17. Monitoring arrangements

This policy and information report will be reviewed by the Governing Body every year. It will also be updated if any changes to the information are made during the year.

## 18. Links to other Policies

This policy links to other Enrich Academy policies including:

- Accessibility plan;
- Antibullying;
- Behaviour;
- Equality information and objectives;
- Admissions Policy;
- Safeguarding Policy;
- Supporting Pupils with medical conditions



Nurturing inclusive learning communities

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