



University Academy Long Sutton

SEND Information Report



University Academy Long Sutton's SEND Information Report for learners with Special Educational Needs and Disabilities (SEND). Schools have a legal duty under the revised Code of Practice (2014) to publish information on their website about the implementation of their policy for pupils with SEND. The aim of this report is to demonstrate how we implement our SEND policy.

University Academy Long Sutton recognises and celebrates the individuality and diversity of our pupils. Within our own school, and across all of those within University of Lincoln Academy Trust's family of schools, we are committed to working together with all members of our school community. Every student has an entitlement to a broad, balanced and relevant curriculum. The academy is committed to giving all pupils every opportunity to achieve the highest standards.

Legislation and Guidance:

This Information Report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN Coordinators (SENCOs) and the SEN information report.

Table of Contents

1. Types of SEND that are provided for	4
2. Identifying pupils with SEND and assessing their needs	4
<u>UALS Policies</u>	
3a. How the school evaluates the effectiveness of its SEND provision	5
3b. Arrangements for assessing and reviewing SEND pupil progress	5
3c. The school's approach to teaching pupils with SEND	5
3d. The curriculum and learning environment for SEND pupils	6
3e. Additional support for learning for pupils with SEND	6
3g. Support for improving the emotional, mental and social development of pupils with SEND	7
4. Name and contact details of SEND Coordinator and SEND Governor	7
5. The expertise and training of staff in relation to children and young people with SEND	8
6. How equipment and facilities to support SEND pupils will be secured	8
7. Consulting with parents of children with SEND and involving them in the education of their child	8
8. Consulting pupils with SEND and involving them in their education	8
9. Complaints about SEND provision	8
10. How the school involves other services in meeting the needs of pupils with SEND and their families	8
11. Contact details of support services for parents (Section 32)	8
12. Supporting pupils moving between phases and preparing for adulthood	9
13. Information on where the local authority's Local Offer is published	10
14. Related policies and documents	10
15. Glossary	10

Welcome and Purpose

Welcome to University Academy Long Sutton's SEND Information Report for learners with Special Educational Needs and Disabilities (SEND). This report sets out how our school supports and makes provision for pupils with SEND, and explains the roles and responsibilities of everyone involved in providing for pupils with SEND. All academy governing and advisory bodies have a legal duty under the revised SEND Code of Practice (2014) to publish information on their website about the implementation of their policy for pupils with SEND.

1. Types of SEND that are provided for

Special Educational Needs and Disability (SEND) is categorised into 4 areas of need. When a pupil is identified with an SEND, their core area of need is decided by the SENDCO with support and evidence from the Class Teacher and others within the academy such as the Pastoral team. The decision of categorising could also be influenced by external professionals or pre-existing diagnosis. Some pupils have secondary areas of need however the decision is made based on a pupil's core area which has the highest impact and creates the greatest barrier.

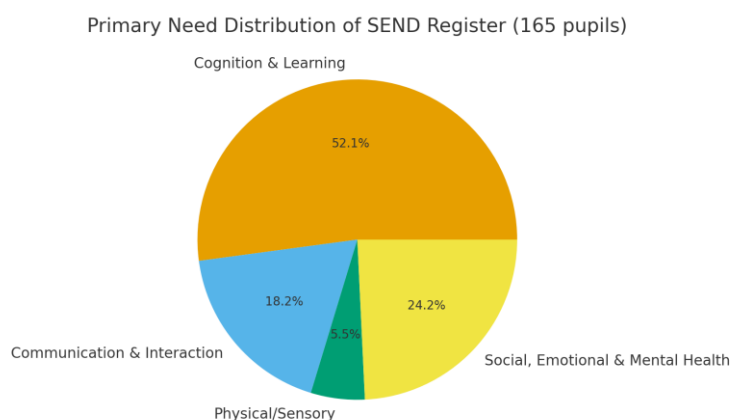
The table below outlines the 4 main areas of need, a description of need and certain medically linked conditions that could fall into these categories.

SEND Category	Description of Need	Linked Medical Conditions/Diagnoses
Communication and interaction	Difficulties in understanding and/or using spoken language, as well as understanding social rules of communication and interaction.	Autism Spectrum Disorder (ASD/ASC) , including Asperger's Syndrome Speech, Language, and Communication Needs (SLCN).
Cognition and learning	Learning at a slower pace than peers, or having specific difficulties in one or more areas of learning.	Specific Learning Difficulties (SpLD) such as; Dyslexia (reading/spelling) Dyscalculia (maths) Dyspraxia (co-ordination/organisation) Dysgraphia (writing) Moderate Learning Difficulties (MLD) Severe Learning Difficulties (SLD) Profound and Multiple Learning Difficulties (PMLD).

Social, emotional and mental health difficulties (SEMH)	Experiencing a wide range of social and emotional difficulties, which may be a result of underlying mental health issues or impact behaviour in academy.	Attention Deficit Hyperactivity Disorder (ADHD/ADD) Anxiety Depression Eating disorders Self-harming Attachment disorder Other mental health conditions.
Sensory and/or physical needs	A disability or impairment that affects a pupil's access to education and the world around them, often requiring specialist equipment or support.	Visual Impairment (VI) Hearing Impairment (HI) Multi-Sensory Impairment (MSI) Sensory processing difficulties. Physical disabilities such as; Cerebral Palsy Spina Bifida Muscular Dystrophy Epilepsy

SEND Needs Breakdown (Data correct October 2025)

Primary area of need distribution (165 pupils):



Note: Where data is presented it reflects a pupil's primary area of need; pupils may also have secondary needs that are not represented separately.

2. Identifying pupils with SEND and assessing their needs

We assess each pupil's current skills and attainment on entry, building on information from previous settings and Key Stages where appropriate. Class teachers make regular assessments of progress for all pupils and identify those whose progress is significantly slower than their peers from the same baseline, fails to match or improve on previous rates of progress, fails to close the attainment gap, or widens the attainment gap.

Slow progress and low attainment do not automatically mean a pupil is recorded as having SEND. Identification may also arise from social needs, specific assessments, observations, staff feedback and pupil/parent voice.

When deciding whether special educational provision is required, we start with desired outcomes, including expected progress and attainment, and the views of pupils and parents. We determine the support needed and whether it can be provided through adaptation of our core offer or whether something different or additional is required.

SEND Register

We currently have 165 pupils recorded on our SEND Register (710 pupils on roll).* Of those, 82.5% are registered as School Support (K code) (137/165) and 17.5% have an EHCP in place (29/165).

***Correct at time of report publication.**

The register is maintained by the SENCo and shared with parents and professionals working with UALS. Parents are informed in writing if their child is placed on the SEND Register and can expect regular feedback via email, telephone or Teams meetings, as well as discussions at parents' evenings and reviews. All EHC Plans are reviewed annually with relevant professionals invited.

School Admissions:

The [admissions policy](#) can be found on our Academy website. If your child is joining the Academy with an existing EHCP, the Local Authority would consult with the Academy as to whether we would be able to meet your child's needs. This process would have to take place directly with the Local Authority rather than through the admissions process or with you directly. If a young person wishes to join, and the EHCP process has been initiated but not finalised general admissions should be followed.

Supporting Children with Medical Conditions:

Where a child has a medical condition which impacts on their time in school a close relationship between the inclusion team is sought out. Relevant processes will be followed to ensure that the child receives the best possible form of education for the time that they are not able to attend. Where appropriate the Emotional Based School Avoidance (EBSA) route will be followed. This can support reasonable adjustments being made to attendance whilst striving towards education. Recently a pupil underwent major surgery and to maintain an education home sessions and virtual lessons were provided alongside setting work virtually via the Google Classroom.

Where medical needs are impacting on attendance, medical evidence will need to be provided to validate the need for the adjustments to be made. Without the medical

evidence, the attendance policy would be followed and the Academies attendance team would become involved.

For children with medical conditions certain documents are often drawn up to ensure the safety of the child such as; risk assessments and care plans. Depending on the medical condition staff training may be required to administer medication or to follow specific medical processes to reduce the risk for the child. This could include training for epilepsy, diabetes or anaphylaxis. In other cases training may be required for moving and handling or how to use a specific piece of equipment. Where medical needs are present the Academy seeks advice from trained medical professionals.

Where adjustments have been made leading to a reduced timetable. If a child is receiving less than 25 hours of formal education this is reported through to the Local Authority for monitoring. Where reduced timetables are used they are designed to be time limited. Where they are being required for a longer period of time, medical evidence would be sought and shared with the Local Authority.

3a. How the school evaluates the effectiveness of its SEND provision

We continuously evaluate our provision using the following approaches:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after an agreed number of weeks and adapting provision where required
- Holding annual reviews for pupils with EHC Plans and considering external recommendations
- Using pupil and parent voice to understand what is working well and areas for development. This qualitative data is gathered via the following avenues:
 - EHCP annual reviews
 - Parent's Evenings
 - SEND Check-in meetings (held 3 times per academic year in line with SEND Code of Practice 2015)
 - Coffee Mornings
 - TA weekly meetings (pupil feedback from keyworker meetings)
 - Parental Meetings
- Monitoring SEND provision through learning walks and book scrutinies (Teaching and Learning) by the SENCo, SLT and Headteacher.

3b. Arrangements for assessing and reviewing SEND pupil progress

We follow the graduated approach and the four-part cycle of Assess, Plan, Do, Review. Class/subject teachers and other professionals work with the SENCo to analyse each pupil's needs using teacher assessment, prior attainment/behaviour, comparisons with peers and national data, the views of parents and pupils, and advice from external services where relevant. Assessments are reviewed regularly.

All staff working with a pupil are made aware of their needs, the outcomes sought, support provided and required strategies. We regularly review the effectiveness of support and interventions and their impact on progress. Pupils on the SEND Register have a Pupil Passport; those on the pathway for an EHC Needs Assessment (EHCNA) or with an EHCP have an Individual Education Plan (IEP).

3c. The school's approach to teaching pupils with SEND

High-quality teaching, tailored to meet individual needs, is the first step in responding to pupils who have or may have SEND. Class teachers remain responsible and accountable for the progress and development of every pupil in their class.

Teachers adapt planning and delivery to enable access to the curriculum at an appropriate level. Teaching Assistants (TAs) provide support to small groups or individuals where identified as beneficial, including as set out in EHCPs.

Information about a pupil's need is shared with UALS staff via a School Robin and/or a Pupil Passport. Pupils on the EHCNA pathway or have an EHCP will also have an Individual Education Plan (IEP).

Wave 1 – Quality First Teaching (Pupils requiring no support)

- The teacher maintains the highest expectations for every pupil in the class.
- Teaching is planned so that it builds on what each pupil already knows, can do and understand.
- Lessons are carefully differentiated, using a range of teaching approaches to ensure all pupils can access the learning and take an active part in the lesson.
- Ongoing, day-to-day assessment is used to monitor each pupil's progress and to identify any gaps in their learning or understanding.

Wave 2 – Additional Needs (AN)

Pupils identified on the additional needs register (AN) who are not currently in receipt of provision which is additional to and different from Wave 1 pupils, however they have needs or a disability which classroom teachers need to be aware of as part of their normal planning. These include:

- Pupils with a diagnosis such as ASD, ADHD or dyslexia who are not currently receiving additional support.
- Pupils with a disability or health condition that does not presently require additional support.
- Pupils who have a Pupil Passport.
- Pupils receiving informal support from the SEN department/Pastoral teams
- Access to the Lincoln Room at unstructured times
- Pupils with Examination Access Arrangements.

Wave 3 (SEN K register) Pupils requiring support which is different from and additional to the support required by other pupils. This support may be short or long term and could include:

- A Pupil passport
- Formal, planned short or long term intervention/support via the SEND department, either small group or 1:1
- Access to the Lincoln Room at unstructured times
- Access to the Link Room (EBSA)
- Allocated keyworker
- Examination access arrangements
- Work with an external specialist e.g. SALT, WTT etc.
- Shared in-class teaching assistant support
- Examination Access Arrangements

Wave 4 (EHCP E) Pupils who enter UALS with a plan in place and additionally students who have been identified by school as requiring additional support over and above those pupils as Wave 3 SEN K register.

3d. The curriculum and learning environment for SEND pupils

We make the following adaptations to ensure pupils' needs are met (subject to funding and LA-provided equipment where applicable):

- Differentiating the curriculum through grouping, teaching style and lesson content
- Adapting resources and staffing to meet identified needs
- Using recommended aids such as laptops, coloured overlays, visual timetables, larger print.
- Adapting and scaffolding teaching (e.g. extended processing time, pre-teaching key vocabulary, reading instructions aloud)
- Offering small-group or 1:1 intervention away from the classroom where appropriate.

- Ensuring accessibility across the site (level access to ground floor areas, accessible toilets on all floors, designated disabled parking)

Inclusion in activities outside the classroom, including school trips

We endeavour to include all pupils in all activities in and out of school. Pupil-specific risk assessments and appropriate adult–pupil ratios are used to support safe participation. All on-site extracurricular activities and school visits are available to all pupils, including before- and after-school clubs, subject to risk assessment.

3e. Additional support for learning for pupils with SEND

We provide a range of interventions, delivered by trained staff, to support pupils across areas of need. Examples include:

Area of Need	Interventions
Communication and Interaction	Speech and Language Therapy input (via specialist referral)
Cognition and Learning	Homework support clubs (break and lunchtime) Literacy interventions (e.g., Read, Write Inc Fresh Start, Morph Mastery, IDL) Core Literacy (KS3, when identified by English staff) Core Numeracy (KS3, when requested by Maths staff)
Social, Emotional and Mental Health (SEMH)	ELSA sessions (typically EHCP pupils) Mental health and well-being interventions (identified by Mental Health and Wellbeing Lead) "Angry Gremlins" (in liaison with Year Leaders and Behaviour Team) Art Therapy (referral only) Social Skills interventions (in liaison with Year Leaders and for EHCP pupils)
Sensory and/or Physical Needs	Physiotherapy (via specialist referral with supervision/monitoring) Touch typing

	Handwriting
--	-------------

Teaching Assistants and learning support

We have 9 full-time Teaching Assistants (TAs), 1 part-time Teaching Assistant and 1 full-time Phonics Co-ordinator trained to deliver several interventions. TAs support small groups or individuals when identified through data analysis (including attendance), pupil voice, behaviour patterns, external recommendations or EHCPs.

3f. Support for improving the emotional, mental and social development of pupils with SEND

Our support offer includes:

- A safe, calm learning environment with in-class strategies to support mental health and wellbeing
- Opportunities for pupil voice to be heard
- Additional support from Year Leaders and TAs for individuals or small groups
- Behaviour support strategies, including in-class support/advice from the SENCo and/or Behaviour Team/Mental Health Lead
- Support clubs before school, after school and at lunchtime (currently the Link Room and Lincoln Room)
- In-school interventions (1:1 or small group) with TAs, SENCo and/or Behaviour Team/Mental Health Lead
- Signposting/referral to external agencies such as CAMHS, SALT, OT, counselling services
- Referral to in-house ELSA programme via Learning Co-ordinators
- Individual Health Care Plans for pupils with specific medical needs

Mrs Samantha King is the deputy safeguarding Lead/Mental Health/Pupil and Family Support Co-ordinator, she carries out the Early Help Assessments within school. These are requested when more support is required within the home environment.

4. Name and contact details of SEND Coordinator and SEND Governor

SENCo: Mrs B Harrison

Contact number: 01406 362120

Email: enquiries@uals.org.uk

SEND Governor: Miss N Kenyon

5. The expertise and training of staff in relation to children and young people with SEND

The SENCo is an experienced member of staff with a SEND background and relevant qualifications. We have a team of 11 TAs, including one TA trained to provide high levels of specialist literacy support (e.g. Fresh Start, Morph Mastery, IDL) and deliver interventions as required.

An ongoing programme of Continuing Professional Development (CPD) ensures teachers and support staff have appropriate skills and knowledge. Our SENCo engages in a range of opportunities to share best practice and keep abreast of current initiatives and policy. Teaching staff seek support and guidance from the SENCo as required.

Recent whole-school training includes:

- Quality First Teaching strategies
- Areas of SEND need and early identification
- SEND Code of Practice and implications for classroom practice
- Supporting pupils with ASD and ADHD
- Dyslexia
- Adaptive Teaching
- Public examinations Access Arrangements system

6. How equipment and facilities to support SEND pupils will be secured

Specialist equipment and adaptations are secured through the academy's SEND budget and, where applicable, top-up (Element 3) funding and/or Local Authority provision. Examples include access to laptops, specialist software, and recommended aids.

7. Consulting with parents of children with SEND and involving them in the education of their child

We hold early discussions with pupils and parents when identifying whether special educational provision is needed to ensure a shared understanding of strengths, difficulties and desired outcomes, and to agree next steps. Parents are formally notified when a pupil will receive SEN support. We engage parents through email, telephone or Teams meetings, parents' evenings and formal reviews.

8. Consulting pupils with SEND and involving them in their education

Pupil voice is central to our approach. Pupils contribute to their Pupil Passports and views are sought through review meetings/keyworker check-ins to evaluate what is working well and what could be improved. Pupils in receipt of an EHCP complete their views on the EHCHub to inform their EHCP annual review.

9. Complaints about SEND provision

We operate an open-door policy and aim to resolve concerns swiftly and collaboratively. Complaints about SEND provision should be made to the Senior Teacher: SEND, Inclusion and Transition (Mrs B Harrison) via the school office (enquiries@uals.org.uk) and/or the Principal (Mr L Davé) in the first instance. Any complaint will follow the Trust's Complaints Policy (available on the school website).

10. How the school involves other services in meeting the needs of pupils with SEND and their families

We work with a range of external agencies to support pupils with SEND, including:

- Behaviour Outreach Support Services (BOSS)
- Speech and Language Therapy (SaLT)
- Mental Health services: CAMHS
- Working Together Team (Gosberton House)
- Lincolnshire Pupil Reintegration Team
- Lincolnshire Educational Psychology Service
- Community Paediatrics (Cambridgeshire and Lincolnshire NHS)
- Virtual Schools: Nottingham City, Derbyshire, NE Lincolnshire, Lincolnshire, Cambridgeshire, Essex, Leicester, Bradford, Hull

11. Contact details of support services for parents (Section 32)

Lincolnshire SEND Information, Advice and Support Service (SENDIASS) – impartial advice and support for parents and carers. Website:

<https://www.liaiselincolnshire.org.uk/> – Freephone: 0800 195 1635

Lincolnshire Parent Carer Forum (LPCF) – <https://www.lincspcf.org.uk/> Postal: LPCF, PO Box 1183, Spalding, PE11 9EE

National charities offering information and support: IPSEA

(<https://www.ipsea.org.uk/>),

SEND Family Support (<https://sendfs.co.uk/>)

NSPCC (<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/>),

Family Action (<https://www.family-action.org.uk/what-we-do/children-families/send/>),

Special Needs Jungle (<https://www.specialneedsjungle.com/>).

12. Supporting pupils moving between phases and preparing for adulthood

Transitions can be challenging for children with SEND. We highlight all pupils with SEND during transition points and tailor arrangements according to need. We share information with receiving settings, offer transition days and supportive resources, and provide comprehensive careers advice (Careers Co-ordinator: Mrs J Gilman).

We support pupils and families to locate appropriate courses and settings, invite post-16 providers for bespoke talks, and organise Careers Days.

13. Information on where the local authority's Local Offer is published

Lincolnshire's Local Offer: <https://www.lincolnshire.gov.uk/send-local-offer> – a resource for children and young people with SEND and their families, including those with and without EHC Plans, setting out services across education, health and social care, and the voluntary/community sector.

Cambridgeshire's Local Offer: <https://info.cambridgeshire.gov.uk/> – information about services and provision for children and young people with SEND and their families in Cambridgeshire.

14. Related policies and documents

This report should be read alongside: SEND Policy; Behaviour Policy; Equality information and objectives; Supporting pupils with medical conditions; Accessibility Plan; Safeguarding Policy and procedures; Admissions arrangements. These are available on our website – [UALS Policies](#)

15. Glossary

Access arrangements	special arrangements to allow pupils with SEN to access assessments or exams
Annual review	an annual meeting to review the provision in a pupil's EHC plan
Area of need	the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
CAMHS	child and adolescent mental health services
Differentiation / Personalisation	when teachers adapt how they teach in response to a pupil's needs
EHC needs assessment	the needs assessment is the first step on the way to securing an EHC plan.

	The local authority will do an assessment to decide whether a child needs an EHC plan
EHC plan	an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
First-tier tribunal / SEND tribunal	a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school/academy or local authority due to SEN
Graduated approach	an approach to providing SEN support in which the school/academy provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
Intervention	a short-term, targeted approach to teaching a pupil with a specific outcome in mind
Local offer	information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
Outcome	target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
Reasonable adjustments	changes that the school must make to remove or reduce any disadvantages caused by a child's disability
SEN	special educational needs
SEND	special educational needs and disabilities
SEND Code of Practice	the statutory guidance that schools must follow to support children with SEND
SEND support	special educational provision that meets the needs of pupils with SEND
Transition	when a pupil moves between years, phases, schools or institutions or life stages