



Heather Clipston

Send Information Report – September 2026

At the Dunstone Education Trust and Fulwood Academy we will ensure that at every level, in all our work and throughout all aspects of academy community and its life, all will be treated equally, with respect and dignity, free from discrimination and harassment. Each person will be given fair and equal opportunities to develop their full potential regardless of their age, disability, gender, gender-identity, race, religion or belief, appearance, health conditions, home or personal situation, sexual orientation, pregnancy and maternity (refers to staff / employment), socio-economic background and special educational needs. Our academy will tackle the barriers which could lead to unequal outcomes for these protected groups, ensuring there is equality of access and that we celebrate and value the diversity within our academy community. The academy will work actively to promote equality and foster positive attitudes and commitment to an education for equality.

This SEND Information Report outlines the way in which we meet the needs of Pupils with Special Educational Needs and Disabilities (SEND), in order to realise their full potential.



Key Staff

Head Teacher	Mr Andrew Galbraith
SLT Link for SEN	Mrs Rebecca Henson / Miss Penny Rimmer
Special Educational Needs Coordinator (SENCO)	Mrs Heather Clipston
Home School Liaison Officer	Miss Danielle Mc Queenie
Designated Senior Lead for Child Protection	Mrs Rebecca Walker
Small Learning Community Teacher	Mrs Janet Jones

SEN Support Staff

Mental health wellbeing Mentor	Miss Amy Mc Ewan
Learning Mentor	Mrs Sharon Abercrombie
Learning Mentor	Mrs Deborah Cornall
Learning Mentor	Miss Williams
Inclusion Unit Co-Ordinator	Mr Joel Augustine

All staff can be contacted through the main Reception on 01772 719060

Regulation	Parent Question	Academy Response
The kinds of special educational needs and disabilities for which provision is made at the Academy.	What kinds of SEND do you have at the Academy?	A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age (SEND Code of Practice, September 2014). Fulwood Academy is a mainstream secondary school, which makes provision for a range of SEND under the 4 broad areas of need, including cognition and learning (C&L), communication and interaction (C&I), social, emotional and mental health difficulties (SEMH) and sensory or physical difficulties including hearing and visual impairments (HI & VI).
Information, in relation to mainstream schools, about the school's policies for identification and assessment of pupils with SEN.	How does the Academy know if children need extra help?	When your child first joins Fulwood Academy, we use information from a range of sources to help identify SEND and other needs. These include from parents/carers, primary school teachers, end of key stage 2 results, base line testing, Cognitive Ability Tests (CATs), reading and spelling tests and external agencies. Our class teachers, Directors of Learning, Head of transition and Pastoral Team closely monitor the progress of all Pupils, including those who have or may have SEND. The continuous monitoring of pupils during their time at Fulwood Academy will further identify pupils with a special educational need. If your child needs to be assessed we would use a range of assessments depending on the area of need, and this may include us gaining consent from parents/carers for outside agencies to work with them. If it is thought that a family needs support we can also arrange for agencies to work with the whole family. We follow a staged and graduated approach to identifying and assessing needs using the 'Assess, Plan, Do, Review' model. The triggers for intervention could be the teacher's, support colleagues', or other's concern, underpinned by evidence about a pupil who, despite receiving differentiated learning opportunities, does not make expected progress.

		All pupils with SEND are on the SEND Support register. Lists are accessible to all staff, pupils who have been identified will have a pupil passport. Staff use this information to inform their lesson planning, teaching and pupil learning activities. Targeted interventions and provisions are planned and delivered where appropriate; this may include small or group work across a broad range of activities.
How the school evaluates the effectiveness of its provision for such pupils.	How will I know that my child is making progress?	All pupils, including those with SEND, are assessed on a regular basis, in accordance with the Academy's Assessment Policy. Teachers formally assess and review progress 3 times per year, this is known as Assessment point or AP's referred to as AP1, AP2 AP3. This information is sent home to parents/carers in the form of a report. Additionally, parents evenings are held once a year when there is an opportunity to discuss progress, attainment and next steps, there are also SEND drop in sessions throughout the year where parents are encouraged to attend to discuss progress and support needs of each pupil. Pupils also have their reading age assessed at least twice per year and support put in place through lexia and other intervention to support where needed. All pupils with an Education, Health and Care Plan (EHCP) have an annual review. Pupils who are on the SEND Support Register will have their progress closely monitored, school will inform parents if we are concerned regarding progress and before additional testing or involvement of other agencies is sought. Parents are invited to contact school with any concerns. We want every child to reach their academic potential therefore targets are set based on each child's individual ability, whilst still stretching every child. The targets will take into account CAT results and previous progress/attainment. Some Pupils may also benefit from having targets set that are not just academic, but social as well, and these will be set on an individual basis.

	How do you evaluate provision?	The Academy has a quality assurance process that assesses the effectiveness of Teaching and Learning for all Pupils, including those with SEND. The outcomes of these evaluations are used to create and implement development plans for all aspects of Academy life. These are reviewed through regular evaluation of data, learning walks, book scrutinies and pupil voice. Additionally progress and attainment data is analysed so that we can improve and adapt our provision offered.
The school's arrangements for assessing and reviewing pupils with special educational needs.	How do you check and review the progress of my child and how will I be involved?	The Academy sends reports home after each assessment point on three occasions throughout the year. These reports will show how much progress a child has made since the start of the year as well as reporting on attitude to learning. Directors of Learning, Pastoral leads and the SEND team will monitor and review progress across all subjects and pick up on any subject where your child is not making the right amount of progress. It is at this stage that an intervention will be put in place; this would likely be a small group intervention. At the next assessment point we will check whether the right amount of progress has been made. Teaching assistant timetables are updated after every assessment point to ensure that they are supporting the correct pupils with SEND. Assessment of reading age is also conducted and evaluated twice per year for pupils. This information is also used to determine whether a child has made progress and pinpoint any specific difficulties and barriers to learning. All faculties, including the SEND team report to governors on a regular basis, who check and review the work of the faculty. We welcome the involvement of parents/carers and want to keep you up to date and involved with your child's progress. We do this through parents' evenings, half termly SEND coffee mornings, availability at parents evenings and transition events, e mail, telephone calls, and appointments with individual staff members.

		The Academy provides information for parents/carers through newsletters, information on the website, Open Days, parents evenings and letters home. If your child is not making progress you may be contacted by their Director of Learning, Head of year or the SENCO to advise you of how best to support them at home in addition to the support they are given at the Academy. To ensure that your child is making as much progress as they possibly can we would ask that you ensure they complete all homework and hand it in on time.
The school's approach to teaching Pupils with special educational needs.	How do teachers help pupils with SEND?	Our teachers have very high expectations of all pupils, including those with SEND. All teachers will be made aware of your child's individual needs and will adapt their lessons to meet these requirements. Teachers have experience and are trained in removing barriers to learning through the use of adaptive teaching strategies. This may involve using different strategies, more practical tasks or adaptation of resources and activities. This means that your child can access the lessons fully. The Academy has distributed a number of laptops to remove barriers to learning and support pupils in their learning. Pupils with conditions such as dyspraxia and hypermobility may require use of a laptop to complete extended pieces of writing in lessons as their normal way of working, this is important as it removes barriers to learning and helps to build skills for the future. During some intervention Pupils have access to various online resources specifically to support their learning. Pupils are encouraged to use these resources at home to further develop their learning. We use a variety of interventions to support learning across the curriculum focussing on giving pupils the skills to succeed and access lessons. We are happy to discuss this with you at any time please make contact if you have any concerns. We will always contact you if we are finding that the expected progress is not being made and we may have to consider other support for your child.

		When your child approaches key stage 4, if we think it is needed, we will assess and apply for exam access arrangements according to the Joint Council for Qualifications (JCQ). We would also look to offer placements in alternative subjects such as sports, animal care, construction, childcare (subject to availability) should we feel that this would be a more suitable option to GCSEs.
How the school adapts the curriculum and learning environment for pupils with special education needs.	How will the curriculum be matched to my child's needs?	Most of our pupils follow a traditional curriculum, however a small number of pupils have a more personalised curriculum to match their individual needs. This may include additional literacy, nurture groups, social skills groups, intervention groups, number of qualifications studied, type of qualification studied.
	How accessible is the Academy environment?	Our Academy is a safe and accessible building and we do our best to make it welcoming to the whole community. All safeguarding procedures are in place and adhered to by all staff. All new staff are given safeguarding training by the Designated Senior Lead for Child Protection, and all staff have refresher training on an annual basis. We have a range of different facilities throughout the Academy to help SEND pupils, which include disabled toilets, lifts and stair lifts to access all areas, wide corridors to prevent crowding, equipment to help with reading and writing, pupils have access to laptops, some equipment in Technology classrooms can be altered in height to accommodate wheelchairs. We are also aware of those with sensory impairments, a hearing loop is installed in the office so that visitors with hearing impairments can communicate their needs. Classrooms are equipped with soundfields that amplify sounds to hearing aid users. Lighting throughout the academy is good to support the visually impaired.

Additional support for learning that is available to pupils with special educational needs.	Is there additional support available to help pupils with SEND in their learning?	We have a number of staff that help to support pupils with any additional needs they have, including SEND. These staff include the SENCO, Learning Mentors, the Pastoral Team, Educational Psychologist, Inclusion Manager, Mental health wellbeing staff, Counselling service and Safeguarding team. We provide safe space for pupils who need a quiet environment at break and lunchtime, we also support with home learning giving additional support for pupils who need this time in school and with a supporting adult. We provide some in class support to assist in teaching pupils with SEN.
	How are the Academy's resources allocated and matched to children's special educational needs?	Resources are allocated based on evaluation of need and impact. Pupils with an Education Health and Care Plan (EHCP) are allocated resources as outlined in their statement or plan. Teaching assistants may be allocated, where resources allow, to support pupils in lessons with the greatest need. This is reviewed after each assessment point and teaching assistants may be re-allocated to pupils with a greater need at that particular time. Staff liaise closely with the teaching assistants and outline their expectations on a lesson by lesson basis making sure that they have all the resources necessary to support the pupils in the best way they can.
	How is a decision made about how much/what support my child will receive?	Pupils with Education Health Care Plans will have guidelines outlined in their plan and these guidelines will be followed. Annual reviews are held and these involve the pupil, parent/carers, subject teachers and other staff involved with the pupil. At the review targets are evaluated and a decision is made whether those targets should be altered or remain the same. For other SEND pupils a decision is made based on general ability and progress in subjects. Support in extra literacy is based on results of reading tests, and support in nurture group, skills groups or mentoring is based on how pupils are coping socially within the Academy environment.

		Teaching assistants are allocated by need. Pupils will usually receive support in their lessons where there is capacity.
How the school enables pupils with special educational needs to engage in the activities of the school (including physical education) together with children that do not have special educational needs.	What social, before and after school, and other activities are available for pupils with SEND?	There is a large variety of extra-curricular clubs at Fulwood Academy, which are open to all pupils including those with SEND, all pupils are encouraged to actively take part in sessions every week. We also run Lunch Club, after school Homework Clubs to support Pupils with SEND. We promote inclusivity in all aspects of the curriculum and activities removing any barriers and encouraging all pupils to participate in every activity available to them to develop their skills and reach their full potential.
	How can my child find out about these activities?	An extra-curricular timetable is produced and form tutors give messages about specific activities during form time. This is published on the school website and there are noticeboards and on screens located around school.
	How will my child be included in activities outside the classroom, including school trips?	All children in the Academy are encouraged to take part in extra activities after school. Day and residential trips will be open to all pupils and your child's specific needs can be discussed if they wish to join a trip.
Support that is available for improving the emotional, social and mental development	What support will there be for my child's overall well-being?	At Fulwood Academy we care about the whole child, not just academic ability. We are proud to be part of the 'Fulwood Family' where every child matters and their needs met. Every child is assigned a Form Tutor when they join the Academy, whom they will meet with every morning for form time. A number of activities are carried out during this time including a Personal Development Curriculum. There is a Head of Year

of pupils with special educational needs.		checks on each form group every morning also. Head of year is the first contact if there are any pastoral issues. Fulwood Academy champion wellbeing activities and work with agencies to support our pupils. There are a number of other staff that will help to support your child with any issues relating to their social, emotional and mental health; the SEND team includes a number of learning mentors, including Teaching Assistants (TA's) Mental Health Support Worker, attendance team, pupil welfare officer and the Designated Senior Lead for Child Protection. We have a counselling service that visits on a regular basis with links to the school nurse and compass bloom workshops, we also work with external agencies such as an Educational Psychologist and CAMHS.
In relation to mainstream schools the name and contact details of the SEN Co ordinator	Who should I contact if I want to know more about how Fulwood Academy support pupils with SEND?	The SENCO is Mrs Heather Clipston Contact details: E mail: h.clipston@fulwoodacademy.co.uk Telephone: 01772 719060
	What should I do if I think my child has a special educational need or disability?	In the first instance please contact your child's form tutor or Head of Year who will then discuss your concerns with the SENCO.
Information about the expertise and training of staff in relation to children and young people with special educational needs	What training do the staff receive to support children and young people with SEND?	The SEND team is made up of the SENCO and Learning mentors. Within this team we have staff with a range of experience and training including NVQ level 2 & 3 Supporting Learners in schools, behaviour support, mentoring, ASC training, reading specialists, EAL support and also mental health champions. The SENCO has achieved the National Award for SEN Coordination, and also holds the Level 7 Postgraduate Specialist Teacher Qualification.

and about how specialist expertise will be secured.		Training is provided to all staff, including teachers and teaching assistants on a regular basis, and there is ongoing training for all staff as well as opportunities to further develop skill. Staff that are new to the Academy follow an induction programme, which includes training and information on SEN. Staff also have access to the SEND Support Register and all Pupils on the register have a pupil passport that contains strategies for staff to use when working with the Pupils.
Information about how equipment and facilities to support children and young people with special educational needs will be secured.	What happens if my child needs specialist equipment or other facilities?	As an Academy we can access Local Authority services including the Visual and Hearing Impaired Team and the SEND team. These services can be contacted where necessary and appropriate, according to your child's needs. If you have been informed by a medical professional that your child needs specialist equipment please contact the SENCO to discuss your request.
The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.	How will I be involved in discussions about and planning for my child's education?	At Fulwood Academy we ask parents to support us and your child by encouraging them to fully engage with their learning and any interventions offered by: ✓ Helping them to be organised for their day including bringing the right equipment and books ✓ Ensuring full attendance and good punctuality ✓ Making sure homework is completed on time ✓ Checking and signing their report card (where they have been placed on report card, you will be informed) ✓ Attending parents evening ✓ Attending any meetings arranged regarding your child If we feel that your child needs extra intervention from a group or outside agency we will contact you to attend for a meeting. At this stage we will discuss what we feel is best for your child and involve you in the

		decision to proceed with our intentions. We aim to keep you involved every step of the way and we cannot stress how important it is that you attend any meetings requested by the Academy. We would of course be happy for you to contact us to arrange a meeting with a member of staff should you feel it necessary. We hold a parents evening once per year, which we would encourage all parents/carers to attend to discuss your child's progress and any concerns that may have arisen. There are also regular SEND coffee morning drop ins for parents to discuss any concerns. Any pupil that has an Education Health Care Plan (EHCP) will have an annual review, which parents/carers are invited to.
	How will you help me to support my child's learning?	Home learning support is available after school at homework club, please encourage your child to attend where there will be access to computers and resources to support with the completion of homework. Homework should be set to meet the pupils needs, please contact school if your child is struggling to manage the homework set. All homework is recorded on class charts, all knowledge organisers and homework schedules are also available on the school website.
The arrangements for consulting young people with special educational needs about, and involving	How will my child be involved in his/her own learning and decisions made about their education?	We feel that it is important for pupils to be involved in decision making about their own learning and therefore we invite them to any meetings regarding this. Pupils are able to choose their own 'options' for study at key stage 4, which may include a placement if this is felt to be the right path for them. Pupils are also invited to Education Health Care Plan (EHCP) reviews, and SEND reviews.

them in their education.		In lessons pupils are asked to evaluate and improve their own work following comments from the teacher. We also conduct Pupil Voice questionnaires.
Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made in school.	Who can I contact if I have a complaint?	In the first instance please contact your child's form tutor or Head of Year who may refer your concerns on to a more senior member of staff if needed. The Academy's complaints procedure is available on the website.
How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special	What specialist services and expertise are available at or accessed by the school?	We offer a range of services within the Academy such as educational psychologist, school nurse, counselling service, and careers advice. We also have access to numerous outside agencies including the Local Authority SEND Team, working with specialist services such as visual impairment and hearing impairment team, specialist teachers, Child and Adolescent Mental Health (CAMHS), Compass Bloom, Speech and Language therapy, Youth Offending Team, Barnardos, Young People's Service and children's social care.

educational needs and in supporting the families of such pupils.		
The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.	Who should I contact to find out about support for parents and families of children with SEND?	Lancashire County Council Special Educational Needs https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities SEND Information, Advice and Support Service (SENDIAS) https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/information-advice-and-support/ Telephone: 0300 1236706 Mon-Fri 8am-5pm Sensory Support Service Sensory support in education - Lancashire County Council Early Help Assessment and Plan (EHA) The Early Help Assessment and Plan - Lancashire County Council Child and Adolescent Mental Health Service (CAMHS) https://www.lscft.nhs.uk/CAMHS

The school's arrangements for supporting pupils with special educational needs in transfer between phases of education or in preparation for adulthood and independent living.	How will the school prepare and support my child when joining your school or transferring to a new school or post-16 provision?	During the Summer term we liaise with primary schools to gather as much information as we can about the children before they start Fulwood Academy in September. We have a designated Transition Manager (Mrs Chloe Holmes) She visits each school meeting pupils and also with teachers collecting information to inform transition. There are a series of Wednesday after school getting to know you subject taster workshops that are run by Teaching staff, this provides pupils with the opportunity to spend more time in the academy and for staff to get to know the pupils building confidence for the pupils. Parents are given the opportunity to meet with key members of staff and discuss any concerns including with the SENCo. There is also a Transition day in July for all Y6 pupils to experience a day at high school. Some pupils may have been identified and require additional transition sessions, this would be with a small group to help familiarise them with key members of staff. There is also a parents information evening to meet the Head teacher and staff and respond to any questions. Moving to high school can be a big change for pupils and we are aware that some pupils may need extended transition additional visits, we will aim to support all children and parents with this process. Some pupils may need to be part of the Smaller Learning Community known as Jones class after the teacher Mrs Jones (as agreed by the pupils in the class) for assessment for a short period before moving into the mainstream, this provision is currently available in Y7 and Y8. Pupils who are moving to post 16 provision may also need a similar approach when moving to college, this may involve a member of the SEND team supporting transition to college, additional visits, liaison to share information and ensure smooth transition for pupils with SEND or additional needs. All Pupils receive careers advice and guidance and are encouraged to visit post-16 providers. Pupils with SEND are given extra support by the SEND team to ensure that they make the best decision for them about what to study next.

Information on where the Local Authority's Local Offer is published	Where can I find out about other services that might be available for our family and my child?	Lancashire County Council Local Offer: Special educational needs and disabilities - local offer - Lancashire County Council https://www.facebook.com/LancashireLocalOffer/posts/4952469541441214
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