

Aims - Our Special Educational Needs and Disabilities (SEND) information report aim to:

1. Set out how our school will support and make provision for pupils with special educational needs (SEND)
2. Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

What does having a special educational need or disability mean?

A child or young person has SEND (Special Educational Needs and Disabilities) if they have a learning difficulty or disability, which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability that prevents or hinders them from using educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (SEND Code of Practice 2015)

Supporting SEND Pupils & the 'four broad' areas of need are:

As a mainstream school, we must make reasonable and appropriate adjustments for pupils with additional needs across the four broad areas of the code of practice.

- 1) Communication and Interaction
- 2) Cognition and Learning
- 3) Social, Emotional, and Mental Health difficulties
- 4) Sensory and/or physical needs

Frequently asked questions by parents (FAQ's)

What types of SEN does Millbay Academy support?



Millbay Academy has experience in supporting a wide range of Special Educational Needs, including

- Cognition and Learning difficulties
- Speech, Language and Communication difficulties
- Autism Spectrum Disorder
- Social Communication Difficulties
- Specific learning difficulties such as Dyslexia, Dyspraxia, and Dysgraphia
- Physical difficulties and medical needs
- Sensory difficulties including Hearing Impairment and Visual Impairment
- Social, Emotional and Mental Health difficulties

How will Millbay Academy identify and assess pupils and young people with Special Education Needs and how do I contact the Special Educational Needs and Disabilities Coordinator (SENDCo) The SENDCo is Ms Allison Cooper, who can be contacted on 01752 221927 or email at acooper@millbayacademy.org

Millbay Academy is committed to the early identification of Special Educational Needs. A range of evidence is collected through regular assessment and monitoring arrangements: Before transfer to Millbay Academy, the SENDCo either visits or meets virtually the primary schools to gather information from teachers who know your child best. We use assessments such as KS2 results and reading, spelling, and Maths test results, the teacher's assessments, and any outside agency reports that may be available. On transfer to Millbay Academy, we carry out our assessments, including reading and spelling tests, Cognitive Abilities Tests, Dyslexia screening and subject-specific assessments. Throughout your child's time at Millbay Academy, their progress in the curriculum will be tracked regularly. Any teacher or parent can raise a concern with the SENDCo anytime. If your child is not currently on the SEND support list and you are concerned, you are encouraged to contact your child's tutor or Key stage lead at your earliest convenience.

What are the arrangements for consulting parents and involving them in their child's education?

The Code of Practice 2014 has set out the expectation that parents are involved when there is a suggestion that their child may have a Special Educational Need and that parents are involved in discussing the provision and reviewing their child's progress three times a year. This may happen at Parent's evenings or in separate meetings hosted

by a staff member who knows your child well. You are encouraged to contact the college if you would like to come in and talk about your child.

If your child requires SEND support, you will be invited to a meeting to discuss the outcomes we wish to work towards. Your child will be placed on our SEN Support list. We will work together to discuss the type of support that might be appropriate, including what can be done at home. An agreed plan will be put in place, which will be reviewed between you, your child, and a teacher who knows your child well. A meeting will be held thrice yearly to discuss your child's progress through their Pen-Portrait.

What are the arrangements for consulting young people and involving them in their education?

Pupils are involved in every stage of the assessment, plan, do, and review of the graduated response to SEND provision and are central to decision-making. Pupils are asked what works and what doesn't, and there is a focus on future aspirations to ensure that, as far as possible, the provision at Millbay Academy not only suits them but is preparing them for adulthood.

What are the practical arrangements for assessing and reviewing progress towards outcomes?

At Millbay Academy, we follow our Local Authority guidance and conduct Team around me (TAM'S) or Early Help assessments (EHAT's), focusing on what is working and what is not working. We discuss what is essential to and for the pupil and their family or other supportive people and aspirations for the future. At these meetings, the agreed-upon outcomes are recorded, and an action plan is drawn to identify the appropriate action everyone will take to achieve these outcomes. At the next meeting, the progress towards these outcomes will be reviewed, and if completed, other outcomes may be agreed upon, or there may be no further action.

What are the arrangements for supporting pupils and young people in moving between key stages of education and preparing for adulthood?

In preparing for transfer between primary school (Key Stage 2) to Millbay Academy (Key Stage 3), there are meetings at the primary school to which the SENDCo is invited, particularly where it is felt that the child may find the transition difficult. Specific visits to Millbay Academy can be arranged with the college by contacting Ms. Allison Cooperl, the SENDCo. In moving between phases of education, including from one academic year to the next, there are sometimes trigger points for stress or anxiety; these can be planned for and supported through the meeting cycle.

What is the approach to teaching pupils and young people with SEND?



First and foremost, the subject teacher is responsible for teaching all pupils to meet their needs. This is a strong base and firm belief at Millbay Academy and, as such, is reflected in the appraisal of teachers and the training of Teachers and Learning Support Assistants. There is an expectation that Quality First Teaching is the first response to meeting the needs of all pupils and that all are entitled to a broad and balanced differentiated curriculum.

How are adaptations made to the curriculum and the learning environment of pupils and young people with SEND?

Firstly, adaptations are made through adapting the lesson – this may be some of many possibilities such as: adapting language, giving a choice of tasks, grouping pupils, questioning, writing down the main tasks, being sensitive to specific needs, and exploring the ways to ensure that pupils are challenged in a safe way allowing their strengths and successes to be celebrated.

Learning Support Assistants are trained in various types of SEND and are available in identified lessons to ensure that a child can fully participate in the lesson and develop independent skills. Some pupils have discrete literacy, social skills, maths, or study skills intervention, which may be short, medium, or long term and could occur during tutor time or out of a lesson. The exact nature and length of the provision will depend on what is appropriate for a pupil; this will be discussed during meetings with you.

What is the expertise and training of staff to support pupils and young people with SEND?

Specialist support from the SEND team is provided when young people with SEND require support to achieve their potential in their lessons. The support varies from child to child and will be put together through discussion with you using a range of information from subject teachers and outside agencies if appropriate.

How are the effectiveness and provision evaluated?

Pupils' progress towards the desired outcomes is measured three times a year, plus a full written report through subject assessments. Progress towards other outcomes, social skills, or specific interventions is evaluated regularly and discussed at the SEND support meetings, which will occur three times a year through a review of their Pen-Portrait. In addition, students' provisions are tracked via our graduated response, evidencing what has been provided and achieved.

Millbay Academy uses research-based interventions; if it is necessary to change the provision in the light of insufficient progress, a choice is available.

Millbay Academy has an LA-linked Educational Psychologist making recommendations for certain types of provision and monitoring progress. We are also regularly visited

by other outside agencies and specialist teachers such as Social Communication & Interaction, Autism, Hearing Impairment, Visual Impairment, and Mobility advisors.

What support is available for improving emotional and social development, including pastoral support arrangements for listening to the views of pupils and young people with SEND and measures to prevent bullying?

Millbay Academy has a robust Pastoral Support system, including a Head of Key Stage Three and Four, a pastoral and behaviour manager. Every pupil belongs to a Tutor Group; your child's tutor, Head of Key Stage, and Head of Year will get to know you and your child over the years at Millbay Academy.

How does Millbay Academy involve other bodies, including health and social care bodies, local authority support services, and voluntary sector organisations, meet pupils and young people's SEND and support their families?

Any SEND provision made for a student will be recorded on the school's Arbor tracking system and on individual 'Pen Portraits' where progress is monitored and evaluated. If progress rates are still judged to be inadequate despite the delivery of high-quality interventions, advice will be sought from external agencies regarding strategies to meet the specific needs of a student best. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Communication and Interaction Team
2. Local Authority Services
3. Visual Impairment Team
4. Hearing Impairment team
5. Educational Welfare Officers
6. Physical and disability support service
7. Social Services
8. School Nurse
9. CAMHS (Child & Adolescent Mental Health Service)
10. Health teams such as Occupational Therapy, Child Development or Psychology Services
11. SPOC (Single point of contact) for Early Help and Children's Social Services.

12. MAST

**For a small percentage of pupils whose needs are significant and complex and the Special Educational provision required to meet their needs cannot reasonably be provided from within the Millbay Academy's own resources, a request will be made to the Local Authority to conduct an assessment of Education, Health and Care needs. This may result in an Education, Health, and Care (EHC) plan being provided. Education, Health, and Care assessment will be undertaken by the Local Authority.*

What arrangements for handling complaints from parents of pupils with SEN about provisions made at the school?

Any parent/carers dissatisfied with any aspect of SEND provision should seek to discuss it with Ms. Allison Cooper by letter, email, phone, or in person. If concerns remain, the parent/carers should contact Ms Jo Ware Executive Head Teacher. If it is felt that the school is not addressing the concerns, the Governor with responsibility for SEND should be contacted via a letter sent to the school.

What is the additional support for learning is available to pupils and young people with SEN?

There is a wide range of additional support, including

- Teaching Assistant support in identified classes
- CATS assessments
- Dyslexia screening on entry
- Professional support/guidance from LA; Educational Psychology/Communication and interaction team.
- Termly SEND support reviews.
- Teaching Assistant supports (extraction based & Targeted)
- Specialist teaching of Literacy & Numeracy in small groups,
- Targeted research-based interventions for literacy (Lexonic Leap)
- Speech and language strategies
- Sensory support

- Organisational support
- Social skills groups
- ELSA/TIS informed practitioner
- Access arrangements for Normal way of working and in Exams.

The type of package drawn up may include various interventions or supports, including those generally available through the Pastoral System. We will monitor and adjust the level of support at times of stress around holidays, tests, exams, and times of transition, e.g., into Year 7, Year 10 at the start of the GCSE courses and transition at 16.

How are equipment and facilities secured to support pupils and young people with SEN?

Through discussion with parents, Millbay Academy will use its best endeavours to secure appropriate equipment to support pupils and young people with SEND. Millbay Academy has a supply of small specialist equipment, distributed according to pupils' needs and includes items such as coloured overlays, fiddle toys, writing slopes, and pen grips. Specialist equipment is generally secured through outside agencies or the Local Authority. The SEND Department has a small number of laptops that can be borrowed by students to use in lessons that require significant writing. These are distributed to Faculties where extended pieces of writing are frequently necessary. Millbay

Academy is a highly inclusive school wherein it offers a pathway to our mainstream provision known as 'The Progress Support Hub'. As part of our enhanced transition model, The PSH offers two provisions called The Hive and Thrive which deliver an adapted curriculum based on based on 6 Principles of Nurture which are as follows:

- Children's learning is understood developmentally.
- The Hub offers a safe base
- The importance of nurture for the development of self-esteem.
- Language is a vital means of communication.
- All behaviour is communication.
- The importance of transition in children's lives.



We use a PACE approach alongside holistic interventions and support from multi-agency professionals. The PSH offers a safe and nurturing environment for its pupils with a focus on developing strategies to self-regulate emotions and anxieties. There is a highly personalised and functional skills based curriculum to help prepare students for their transition to mainstream lessons, and for their future lives as young adults in the community. There is physical and sensory time daily through whole-class/small group/individuals time.

At Millbay Academy, the expectation is that all students with SEND can be supported to access an equivalent curriculum and transition to mainstream lessons and qualifications, unless assessment directs progress towards specialist provision pathway.

Specifically for post 16:

- Disabled Pupils Allowance (DSA) <http://tinyurl.com/SFE-DSA>

Other - *What is the Local Offer?*

Plymouth LA's requirement to provide information falls under the Pupils and Families Act 2014, the SEND Code of Practice 0-25 June 2014, and the SEND Regulations 2014. The Local Offer includes information about provisions expected to be available across education, health, and social care for pupils who have SEN or are disabled, including

those who do not have Education, Health, and Care Plans.

Plymouth SEND Local Offer www.plymouthgati.co.uk

Inclusive good practice guidance for all: [Plymouth Council - Ordinarily Available Provision for Schools by The Education People - Issuu](#)

Useful links

[The Special Educational Needs and Disability Regulations 2014 \(legislation.gov.uk\)](#)

[Children and Families Act 2014 \(legislation.gov.uk\)](http://legislation.gov.uk)

[Equality Act 2010 \(legislation.gov.uk\)](http://legislation.gov.uk)

<http://www.plymouthias.org.uk/> 01752 258933 / 0800 953 1131 pias@plymouth.gov.uk

Parents may want to access independent advice from Plymouth Information, Advice, and Support for SEND (PIAS). PIAS provides information, advice, and support relating to Special Educational Needs and Disabilities (SEND) for parents, carers, children, and young people within the Plymouth Local Authority area.

Meet our Team

Allison Cooper – SENDCo acooper@millbayacademy.org

Jonothan Jones - SEND teacher HIVE Provision jjones@millbayacademy.org

Mike Everett-Lindsay - Child in Care Coordinator

Kath Chandler - HLTA and EAL Coordinator kchandler@millbayacademy.org

Martin Rogers - HLTA

Angi Rose HIVE TA

Fran Taylor Progress Support Hub TA

Natalie Sim - SEND Support Officer nsim@millbayacademy.org

Joanne Anning – Deputy Designated Safeguard Lead (DDSL) safeguarding@millbayacademy.org

Alex Boyce - Head of Key Stage 3 aboyce@millbayacademy.org

Kat Noone - Head of Key Stage 4 knoone@millbayacademy.org

Kim Underdown - Head of Pastoral kunderdown@millbayacademy.org

Further information and detail can be obtained from our SEND Policy and Safeguarding & Promoting Student Welfare Policy (Updated January 2026)

**As part of the review process; this report will be reviewed with families and pupils annually in the Autumn Term 2026*