



SEND Information Report

Academic Year 2025/26

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Introduction

Welcome to the SEND Information Report for Ken Stimpson Academy, which forms part of the Peterborough Local Offer for learners with Special Educational Needs or Disabilities (SEND), in accordance with the Special Educational Needs and Disability Code of Practice (January 2015, Chapter 6, section 6.79). This report is also compliant with Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014. The information is reviewed and updated annually.

This document is designed to support families of children with SEND or those who are vulnerable, by outlining the provision available at Ken Stimpson Academy. It aims to help families determine whether our school is the right educational setting for their child.

When we refer to “provision,” we mean the support and resources we offer to meet the needs of students and help them make progress appropriate to their age and stage of development.

What is SEN?

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. This includes:

- Having significantly greater difficulty in learning than the majority of children of the same age.
- Having a disability which prevents or hinders them from making use of facilities generally provided for others of the same age in mainstream schools.

At Ken Stimpson Academy, we provide support that is “additional to” or “different from” the differentiated curriculum offered to all students. This ensures that barriers to learning are addressed effectively.

It’s important to note that not all students who make slower progress have SEND. Factors such as gaps in learning or language differences may also affect progress. However, students for whom English is an additional language may be identified as having SEND if their needs meet the criteria above.

What is Disability?

Under the Equality Act 2010, a person is considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This includes conditions such as asthma, diabetes, epilepsy, and cancer. While these conditions do not automatically mean a student has SEND, there is often overlap between disability and SEND, and students may be covered by both sets of legislation.

Students at Ken Stimpson Academy who have a disability but do not have SEND are recorded on our SEND register as having “Identified Needs.”

Accessibility

Ken Stimpson Academy is a safe and accessible environment. We strive to make our facilities welcoming and inclusive for all members of the community. Our accessibility features include:

- A lift to access all areas
- Multiple disabled toilets and shower/changing facilities
- Ramps and wide corridors
- Assistive technology and equipment to support reading and writing

All safeguarding procedures and risk assessments are rigorously followed by staff.

Types of SEND Provided for at Ken Stimpson Academy

At Ken Stimpson Academy, we recognise that every student is unique, and their needs may span across more than one area of Special Educational Needs and Disabilities (SEND). We are committed to providing inclusive, high-quality education for all students, and we offer provision across the four broad areas of need as outlined in the SEND Code of Practice:

1. Communication and Interaction (C&I)

This includes students with:

- Speech, Language and Communication Needs (SLCN) – who may struggle to express themselves, understand others, or use social rules of communication.
- Autistic Spectrum Condition (ASC) – including Autism and Asperger’s Syndrome, where students may experience challenges with social interaction, communication, and flexible thinking.

We provide tailored support through structured routines, visual aids, social stories, and small group interventions to help students develop communication and interaction skills.

2. Cognition and Learning (C&L)

This includes a wide range of learning difficulties such as:

- Specific Learning Difficulties (SpLD) – including Dyslexia, Dyspraxia, and Dyscalculia.
- Moderate Learning Difficulties (MLD) – where students may need support across the curriculum.
- Severe or Profound and Multiple Learning Difficulties (SLD/PMLD) – where students may also have physical or sensory needs.

We use differentiated teaching strategies, assistive technology, and targeted interventions to support students in accessing the curriculum and making progress.

3. Social, Emotional and Mental Health (SEMH)

This includes students who may experience:

- Attention Deficit (Hyperactivity) Disorder (ADD/ADHD)
- Attachment Difficulties
- Mental Health Challenges – such as anxiety, depression, self-harm, or eating disorders.

Our pastoral, Safeguarding and SEND teams work closely with students and families to provide emotional support, mentoring, and access to external mental health services where needed.

4. Sensory and/or Physical Needs (S/PD)

This includes students with:

- Hearing Impairment (HI)
- Visual Impairment (VI)
- Multi-Sensory Impairment (MSI)
- Physical Disabilities (PD)

We ensure that students have access to specialist equipment, adapted resources, and physical access to all areas of the school. Our Accessibility Plan outlines how we support students with physical and sensory needs.

Our Approach to Teaching Students with SEND

At Ken Stimpson Academy, we believe in Quality First Teaching for all students. Our approach includes:

- Adaptive teaching strategies tailored to individual needs
- Use of visual, auditory, and kinaesthetic learning strategies
- Regular training for all staff on inclusive teaching practices
- Monitoring of teaching quality through observations, learning walks, and work scrutiny

All staff are informed of students' individual needs and supported by the SEND team to implement appropriate strategies. Where necessary, students may receive additional interventions or small group support, which will be discussed with parents/carers.

Identifying and Assessing Students with SEND

We aim to identify students' needs as early as possible. A student may be identified as having SEND if:

- Their progress is significantly slower than peers
- They are not closing the attainment gap
- The attainment gap widens
- They are not making expected progress in social or emotional development
- This can also include progress in other areas than attainment (p84 Code of Practice document)

Identification may also come from:

- Teacher or parental concerns
- Transition information from primary schools
- External agency reports
- Tracking individual student progress over time
- Information from previous academies/schools

We use a range of assessment tools to identify specific needs and determine the most effective support. Where appropriate, we work with external professionals such as Educational Psychologists, Speech and Language Therapists, and CAMHS.

The statutory guidance for identification, assessment and provision of SEN is documented within the Code of Practice and is based on a model known as the 'Graduated Approach'.

Using the graduated approach, students will be identified on the school's SEND systems at the appropriate level, which is accessible to all staff. A visual representation of the system can be found in Appendix 1.

Assessing and Reviewing Progress

All students, including those with SEND, are assessed regularly in line with our whole-school assessment policy. This includes:

- Termly progress reviews shared with parents/carers
- Annual Parents' Evenings
- Review meetings for students receiving Wave 3 support (minimum three times per year)
- Annual Reviews for students with an Education, Health and Care Plan (EHCP)

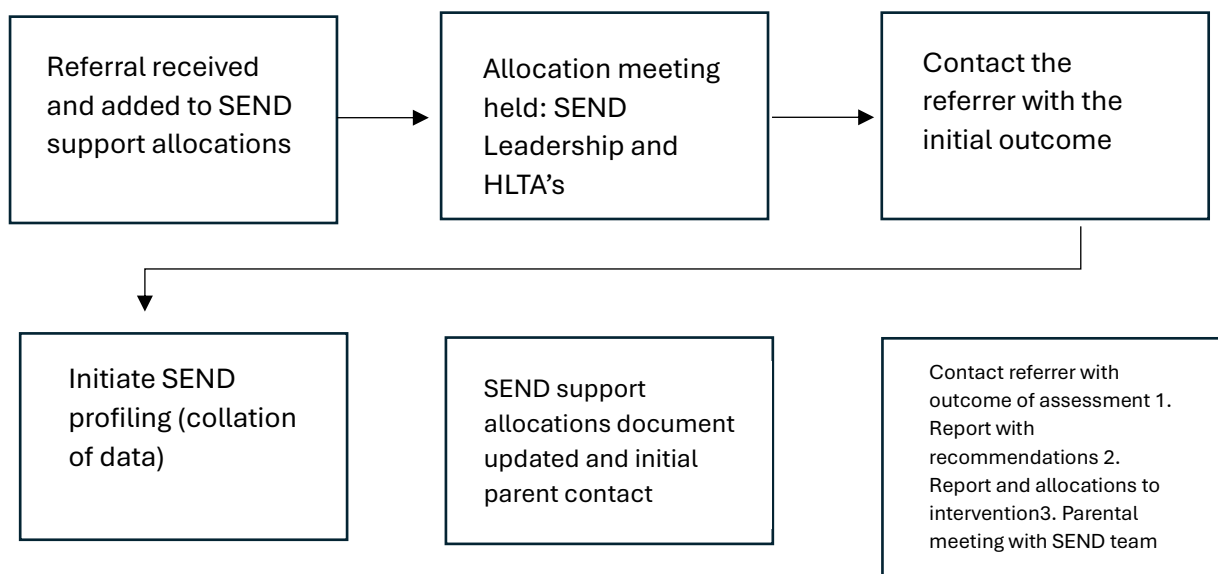
These reviews ensure that support remains effective, and outcomes focused.

Who to Contact

All parents/carers can contact key staff at the Academy by email, phone or in person and are welcome to attend several events, including parents' evenings and information evenings throughout the school year.

If you have concerns about your child's progress or believe they may have SEND, your first point of contact should be their Form Tutor or Class Teacher. Following this communication and implementation of a plan, if progress continues to be limited, a referral to Ken Stimpson's inclusion department can be made, where the concern will be picked up by a member of the SEND team at a weekly allocation meeting.

The SEND Referral Process



Parents and carers of SEND students will be assigned a higher-level teaching assistant who will be your main point of contact at the school. In addition to this, we have Intervention Leads who will be running specialised interventions to support students. The current staff members who are overseeing SEND Allocations are:

SENDCo: Mrs Aimee Sharpe



Deputy SENDCo: Mrs Jenny Purdy



Assistant SENDCo: Mrs Rachel Turner



Assistant SENDCo: Mrs Vicky Talbot



Year 7 HLTA: Mrs Carla Palmer



Year 8 HLTA: Ms Cheril Barks



Year 9 HLTA: Miss Naomi Horne



Year 10 HLTA: Mrs Karen Beale



Year 11 HLTA: Mrs Mary Worgan



If you wish to contact the SEND Department, please contact us via our SEND Admin address: senenquiries@kenstimpson.org.uk or via telephone: 01733 765950

In the very unlikely event that you feel a query/concern has not been addressed or you require additional advice and guidance, the following key members of staff are available to provide support.

SENDCo – Aimee Sharpe

Deputy SENDCo – Jenny Purdy

Consulting Parents and Involving Them in Their Child's Education

At Ken Stimpson Academy, we value the vital role that parents and carers play in supporting the education of children with Special Educational Needs and Disabilities (SEND). We are committed to working in partnership with families to ensure the best possible outcomes for every student.

We aim to:

- Ensure clarity around agreed outcomes for each student and the steps needed to achieve them.
- Build a strong understanding of each student's strengths and areas where additional support is needed.
- Actively listen to and address parental concerns, working collaboratively to find solutions.
- Inform parents when a decision is made to place a student on the SEND register or provide SEN support.
- Signpost families to external support services such as SENDIASS Peterborough (Special Educational Needs and Disability Advisory Service) and other local organisations.

How Parents Can Support Their Child's Learning

Parents and carers can support their child's progress by:

- Ensuring their child is well-prepared for school each day (e.g. correct equipment, uniform, and books).
- Promoting good attendance and punctuality.
- Supporting the completion of homework and independent study.
- Attending parent consultation evenings and SEND review meetings.
- Engaging with any additional meetings or support sessions arranged for their child.

Consulting Students with SEND and Involving Them in Their Education

At Ken Stimpson Academy, we believe that students should have a voice in their education. We encourage all students with SEND to:

- Participate in student voice activities and feedback opportunities.
- Attend and contribute to review meetings and target-setting discussions.

- Help shape their own Pupil Passport, which outlines how they would like to be supported in the classroom.

This collaborative approach ensures that students feel heard, respected, and empowered in their learning journey.

Working with External Agencies and Support Services

Ken Stimpson Academy has established strong partnerships with a wide range of external professionals and services to support students with SEND and their families.

These include:

- Peterborough SEND Services
- Hearing and Visual Impairment Services
- Occupational Therapy and Physiotherapy
- Speech and Language Therapists
- Music and Art Therapists
- Peterborough's dedicated NESSIE support programme for EBSA
- Children's Social Care
- Educational Welfare Services
- CAMHS (Child and Adolescent Mental Health Services)
- Centre 33
- Virtual School for Looked After Children

We also work closely with Peterborough City Council and use the Early Help Assessment process when appropriate to coordinate multi-agency support.

Useful links:

- Peterborough SENDIASS: [Peterborough Information Network | SEND Information Advice and Support Service \(SENDIASS\)](#)
- Peterborough Local Offer: [SEND Information Hub \(Local Offer\) | Peterborough City Council](#)
- Early Help Assessment Peterborough: [Early Help and Targeted Support | Peterborough City Council](#)

Supporting Transitions

Transitions can be a challenging time for students with SEND. At Ken Stimpson Academy, we provide structured and personalised support for transitions at all key stages:

- **Primary to Secondary Transition:** We begin planning in Year 6, and wherever possible in year 5, attending EHCP reviews and liaising with primary schools. Students who may find the transition particularly difficult are invited to take part in our additional Transition Programme, delivered by the SEND team.
- **Internal Transitions:** Support is provided when students move between classes, sets, or year groups.
- **Post-16 Transition:** From Year 8 onwards, we begin preparing students for Key Stage 4 and beyond. We work closely with local colleges, sixth forms, and training providers to ensure a smooth transition into further education or employment.

For students with EHCPs, we ensure that all relevant information is shared with the next setting to support continuity of provision.

Curriculum and Learning Environment Adaptations

While most students follow a broad and balanced curriculum, we recognise that some learners benefit from a more personalised approach. This may include:

- Additional literacy or numeracy support
- Nurture groups or small group interventions
- Adapted timetables or reduced subject load
- Access to assistive technology and differentiated resources

All adaptations are designed to ensure that students can access learning in a way that suits their individual needs.

Resource Allocation

Each year, Ken Stimpson Academy receives funding to support students with SEND. The SENDCo develops a Provision Map to allocate resources based on identified needs. This includes:

- Specialist equipment
- Targeted interventions
- Additional adult support

Support is flexible and responsive to the changing needs of students. If a student experiences a period of crisis or increased need, we act swiftly to provide appropriate support, always with the goal of fostering independence and resilience.

Staff Expertise and Training to Support Students with SEND

At Ken Stimpson Academy, we are committed to ensuring that all staff are equipped with the knowledge and skills to support students with a wide range of Special Educational Needs and Disabilities (SEND). Ongoing professional development is a key part of our inclusive ethos.

Staff Training Includes:

- Literacy and numeracy intervention strategies
- Use of assistive technology and hearing impairment aids
- Exam access arrangements and assessment procedures
- Speech and Language Therapy (SALT) strategies
- Autism awareness and inclusive classroom practice
- Understanding and applying the SEND Code of Practice
- Supporting students with Specific Learning Difficulties (SpLD)
- First Aid and medical training tailored to individual student needs
- Mental health and wellbeing training

Our SENDCo, Aimee Sharpe, holds the National Award for SEN Coordination and has completed training in Early Help Assessment and other relevant qualifications.

Our SEND Support Workers and Caseworkers have also undertaken specialist training, including:

- Medical training specific to individual student care plans
- ELKLAN Speech and Language Training
- Specialist Teaching Assistant Apprenticeships
- Targeted Literacy and Numeracy Intervention Training
- Trauma Informed Response Training
- Emotion Coaching
- ELSA Supervision
- Level 2 Autism Awareness

Inclusion in School Activities

All students at Ken Stimpson Academy, including those with SEND, are encouraged to participate fully in the life of the school.

Inclusive Opportunities Include:

- A wide range of academic, creative, and hobby-based clubs open to all students
- SEND-specific clubs such as Homework Club and Social Club
- Access to lunchtime and after-school activities
- Participation in day and residential trips, with individual accessibility assessments and reasonable adjustments made as needed

We are committed to ensuring that no student is excluded from enrichment opportunities due to their additional needs.

Supporting Emotional and Social Development

We take our pastoral responsibilities seriously and provide a strong support network for students' emotional and social wellbeing.

Support Includes:

- A consistent Form Tutor who builds a long-term relationship with the student and family.
- Access to our Student Support Team, including:
 - Attendance Officer
 - Student Support Assistants
 - Pastoral Support Officers
 - Heads of Year
 - Safeguarding Officers
 - ELSA Supervision Mentors
 - In-school Counsellors and Wellbeing Mentors
 - External agencies such as CAMHS and Centre 33

Students with social, emotional, or mental health needs may also be referred to our internal Wellbeing Hub, which provides targeted support and intervention.

Complaints Procedure for SEND Provision

We aim to resolve any concerns through open and honest communication. However, if you wish to raise a concern about SEND provision:

1. Contact the SENDCo (Aimee Sharpe) at Ken Stimpson Academy, Staniland Way, Werrington, Peterborough, PE4 6JT, Tel: 01733 65950. A meeting will be arranged to discuss your concerns and work towards a resolution.
2. If the issue is not resolved, please refer to the Ken Stimpson Academy Complaints Policy, available on our website or from the school office.

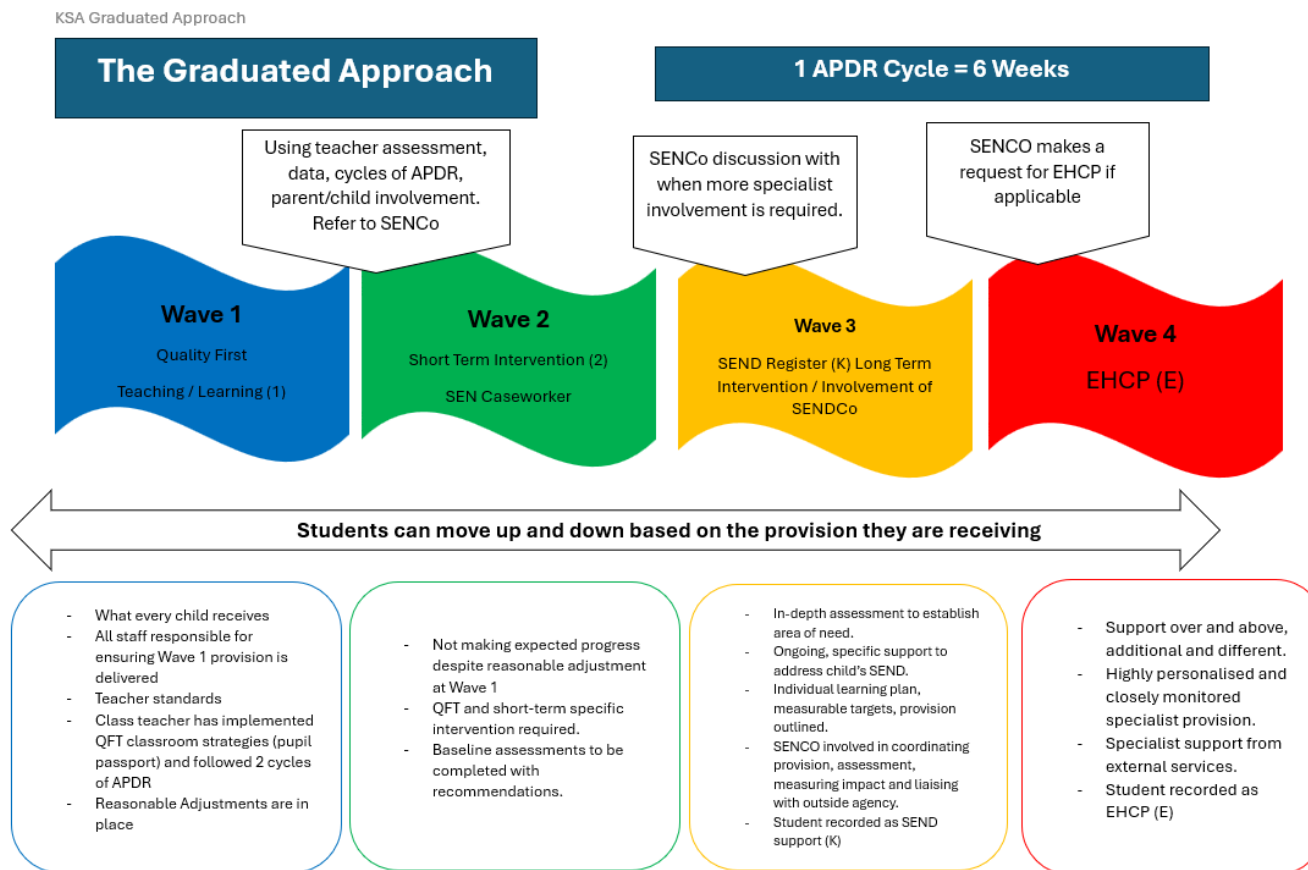
We are committed to working in partnership with families to ensure the best outcomes for all students.

References and Further Reading

- SEND Code of Practice: 0 to 25 years (DfE)
- The Special Educational Needs and Disability Regulations 2014
- Peterborough Local Offer
- SENDIASS Peterborough

Appendices

Appendix 1: KSA Graduated Approach



Appendix 2: Key Responsibilities – Ken Stimpson Academy

Class Teachers

Class teachers at Ken Stimpson Academy are central to the success of students with SEND. They are responsible for:

- Ensuring the progress of all students in their lessons, including those with SEND, by delivering a **differentiated and inclusive curriculum**.
- Using the Pupil Passport to plan and deliver personalised learning experiences that meet individual needs.
- Collaborating with the SENDCo and SEND team for advice on assessment, strategies, and resources.
- Making effective use of Teaching Assistants (TAs), while maintaining overall responsibility for the learning and progress of all students in the class.
- Being fully familiar with the needs of students with SEND in their classes and implementing strategies outlined in their Pupil Passports.
- Contributing to the creation and review of Pupil Profiles as needed.
- Following the **Graduated Approach** (Assess, Plan, Do, Review) in line with the SEND Code of Practice.
- Communicating regularly with parents/carers regarding the progress and support of students with SEND.

Subject Leaders / Curriculum Leaders / Middle Leaders

These leaders are responsible for:

- Ensuring that Schemes of Work and curriculum planning reflect the needs of students with SEND.
- Monitoring the progress and attainment of SEND students within their subject areas.
- Supporting teaching staff in implementing inclusive practices and interventions.

Heads of Year / Assistant Head Teachers

At Ken Stimpson Academy, pastoral and academic leadership is shared. These leaders are responsible for:

- Ensuring that subject leaders and teaching staff are meeting the needs of students with SEND.

- Supporting the SENDCo in monitoring the effectiveness of SEND provision across the school.

Special Educational Needs Coordinator (SENDCo)

The SENDCo plays a strategic and operational role in leading SEND provision.

Responsibilities include:

- Overseeing the day-to-day operation of the SEND policy and ensuring a consistent, whole-school approach.
- Coordinating provision for students with SEND and maintaining the **SEND Register**.
- Supporting staff in developing strategies, setting outcomes, and using appropriate resources.
- Monitoring and evaluating the effectiveness of SEND interventions and student progress.
- Liaising with parents/carers, external agencies, and the Local Authority.
- Attending and contributing to Annual Reviews and transition planning.
- Leading the graduated response process and ensuring compliance with statutory requirements.
- Organising and managing the SEND Support Team, including timetabling and performance reviews.
- Keeping up to date with **legislation, guidance, and best practice** in SEND.
- Applying for Exam Access Arrangements in line with JCQ regulations where appropriate.

Headteacher

The Headteacher is responsible for:

- The overall management of the Academy, including the quality of SEND provision.
- Ensuring that the **SEND policy is implemented** effectively and that the **Governing Body** is kept informed.
- Working closely with the SENDCo and senior leaders to monitor the progress of students with SEND.

Academy Council (Governing Body)

The Academy Council ensures that:

- SEND provision is embedded in the **School Improvement Plan**.
- All staff are aware of their responsibilities in identifying and supporting students with SEND.
- Students with SEND are included in all aspects of school life, wherever possible.
- Parents are informed when special educational provision is made for their child.
- The quality of SEND provision is monitored and reported on annually.
- The school complies with the **SEND Code of Practice (2015)** and relevant legislation.
- Appropriate staffing and funding arrangements are in place to support students with SEND.