Special Educational Needs (SEN) information report

2026-27

Approved by:	James Mepham/LGB	**Date:**	Sept 2026
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Introduction

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school. If you want to know more about our SEND - arrangements, read our SEND policy.
You can find it on our website Policies - Vista Academy Littleport
This SEND Information Report forms part of the Cambridgeshire Local Offer for learners with Special Educational Needs and/or Disability (SEND) in accordance with the Special Educational Needs and Disability Code of Practice, January 2015 (Chapter 6, section 6.79) This will be updated annually.

This report provides families with children who have SEND information about the provision available at Vista Academy and is designed to guide them whether this is the right educational setting for their child.

When we talk about "provision", we mean what we provide to meet the needs of a student and help them make progress at school which is appropriate to their age.

What is SEN?

At different times during their time at school, a child or young person may have a special educational need. The May 2015 Code of Practice defines Special Educational Need (SEN) as:

A Special Educational Need (SEN) is a learning difficulty or disability which calls for special educational provisions to be made for them. A child or young person of compulsory school age has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of children of the same age,

or

b) they have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

When a learner is identified as having SEN at Vista Academy, the school will make provisions which are additional to or different from our normal adapted curriculum in order to overcome any barriers to their learning. This with be communicated with staff primarily using a strategy sheet called a student profile.

What is disability?

The Equality Act, 2010, gives the following definition of disability: "A person has a disability for the purposes of this ACT if they have a physical or mental impairment which has a substantial and adverse long-term effect on their ability to carry out normal day-to-day activities."

This definition of disability includes children and young people with long-term health conditions. While children and young people with such conditions do not necessarily have SEN, there can be a substantial overlap between disability and SEN.

Our facilities for helping disabled learners to access the school are described fully in the school's Accessibility Plan, available

Accessibility

We are committed to making our school safe, accessible, and welcoming to the whole community. We regularly review the accessibility of our site, and ensure that relevant risk assessments are undertaken, shared, and followed. We have a range of different facilities to help SEND students throughout our school including lifts to upper floors, ramps, disabled toilets and equipment such as adapted tools and sports equipment.

What types of SEND are provided for at Vista?

There are four broad areas of SEND need. Vista currently provides students in each of these areas.

1. **Communication and Interaction**: Students with speech, language and communication needs (SLCN) have difficulty communicating with others. This includes children with Autism who may face particular difficulties with social interaction.

2.**Cognition and Learning**: Children and young people with these learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate adaptions. This area covers a broad spectrum of learning difficulties. These include specific learning difficulties (SpLD), such as dyslexia and dyspraxia, moderate learning difficulties (MLD), severe learning difficulties (SLD), and profound and multiple learning difficulties (PMLD).

3.Social Emotional and Mental Health (SEMH): This area includes students who may need additional support in the curriculum because they are affected by conditions such as Attention Hyper Deficit Disorder (ADHD) or attachment disorder. Students with mental health difficulties such as anxiety, depression, selfharming, substance abuse or eating disorders may also need additional or different support to access education.

4.Sensory impairments and/or Physical disabilities (SI/PD): This includes students with hearing impairment (HI) or visual impairment (VI), or multi-sensory impairment (MSI). They may need additional specialist support or equipment to access the curriculum. SEN provision may be required as they have a disability that prevents or hinders them from making full use of educational facilities generally provided.

What is our approach to teaching students who have SEND?

All Vista staff are committed to achieving the best possible outcomes for all.

We provide high-quality teaching for all students. We routinely monitor the quality of learning and teaching through a schedule of quality assurance and are building a comprehensive staff training program. It is our aim to ensure that students who have SEND benefit from this high-quality teaching in mainstream classes as far as possible.
All teachers will be informed about your child's individual needs and will make their best endeavor to adapt their lessons to meet these requirements. Class teachers are trained to do this. Every child who has identified special needs will have a student profile which is made available electronically to every class teacher. They will use a range of approaches and adapt resources and activities, to enable your child to access the learning. For more information, see the Academy website.

Where a child has an EHCP, they may be supported in the classroom by members of a team of teaching assistants (TAs) who are trained to provide support in learning while developing student independence. All TAs also receive regular training on specific areas of SEN and ways of supporting students.

When required, a student may be offered additional help and support outside the classroom. There are interventions and additional support available, and should your child need this, it would be discussed with you.

How does Vista identify children and young people with SEN and assess their needs?

We always strive to identify all learning needs as early as possible. The SEND team in conjunction with class teachers, subject leads and pastoral teams closely monitor the progress and attainment of all students, including those who have or may have SEND. The following information may lead to, or contribute to, an identification of additional needs:

A student may have additional needs if:

- Progress is significantly slower than that of their peers starting from the same baseline
- Progress fails to match or better the child's previous rate of progress
- Progress fails to close the attainment gap between the child and their peers
- The attainment gap widens
- It can also include progress in other areas than attainment

However, identification may also be as a result of: -

- Teacher concerns
- Following up parental / carer concerns
- Tracking individual student progress over time
- Liaison with partner primary schools on transfer
- Information from previous academies/schools Information from other services

If we think your child would benefit from further assessment, we use different tools to understand their needs and plan support. When a more detailed assessment is needed, we can refer to trusted external agencies for extra help.

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.

We aim to *'assess, plan, do and then review'* to ensure that any special educational needs are met appropriately.

What are the arrangements for assessing and reviewing children and young people's progress towards outcomes?

All students, including those with SEND, are regularly assessed in line with the school's assessment system. Teachers review each student's progress and achievements at least termly and share this information with parents through a report sent home. In addition, we hold annual parents' evenings, giving you the chance to discuss your child's progress, achievements, and next steps.

Students with SEND will have extra review meetings when needed, following the guidance in the Code of Practice. Those receiving additional support will also have regular reviews, with a minimum of three opportunities to meet/discuss/feedback each year. All students with an Education, Health & Care Plan (EHCP) have an Annual Review, where we discuss progress towards the outcomes in their plan and agree on next steps

Who should I contact if I want to find out more information or think my child may have SEND?

All parents are able to contact key staff at Vista by email. Appointments for phone conversations or meetings in person can also be planned. There are of course a number of routine opportunities to meet staff including parents' consultation evenings and information events.

If you have any general concerns about your child's progress or well-being, your first point of contact should always be the form tutor or class teacher.

Our special educational needs co-ordinator, SENCO

The SENDCo – Ashley Radcliffe (ARadcliffe@VISTA.tela.org.uk) is responsible for:

- Developing and reviewing the academy's SEND Policy.
- Coordinating support for students with special educational needs or disabilities (SEND).
- Keeping parents informed about the support their child is receiving, involving them in learning, and regularly reviewing progress together.
- Personalising teaching and learning to meet the needs of individual student s.
- Working with external professionals, such as Speech and Language Therapists or Educational Psychologists, to support learning.
- Maintaining the SEND Register, which helps staff understand each student s needs, and keeping accurate records of progress. Only students receiving support beyond high-quality classroom teaching are included, with parent/carer consent.
- Providing specialist guidance and support to teachers and support staff so student with SEND can achieve their best.
- Supporting smooth transitions from primary school for students with identified SEND.
- Ensuring that appropriate exam arrangements are in place for students who need them.
- Overseeing the SEND provision.
- Monitoring and reviewing the progress and achievement of SEND students.

Deputy SENCO

Deputy SENDCo – Helen Ridgeon: hridgeon@vista.tela.org.uk

Assisting the SENDCo in meeting the needs of all students with SEND, including:

- Oversight of exam access arrangements.
- Co-ordinating support for children with special educational needs or disabilities.

- Support in coordinating referrals.
- Reviewing EHCP outcomes with parents/carers.

Link governor

The link governor for SEND and Inclusion in Wendy Lee – wlee@vista.tela.org.uk

Teaching assistants (TAs)

We have a team of TAs, who are trained to deliver SEN provision.

Teaching assistants who are trained to deliver interventions such as:

- ELSA
- Draw and Talk Therapy
- Literacy intervention
- Maths intervention

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services › Voluntary sector organisations

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

At Vista Academy Littleport, we work hard to make sure all parents feel well-informed and involved in their child's education. We particularly encourage the parents of pupils with SEND to take an active role in parents' consultation evenings, guidance interviews, parent forums, and any special information events.

Parents will be invited to attend review meetings in line with the guidance set out in the SEND Code of Practice. We will work closely with parents to:

- Build a shared understanding of each child's strengths and where extra support may be needed.
- Make sure parents know their child's agreed targets and the next steps to help achieve them.
- Explain how parents can raise concerns and work together to find solutions.
- Keep parents informed about any decisions to change or end support.

- Highlight additional support available outside school, such as through the Special Educational Needs and Disability Advisory Support Service (SENDIASS).

Parents can help support their child's learning by encouraging full engagement in lessons and any extra support offered, ensuring good attendance and punctuality, helping their child stay organised and prepared for each day, and supporting them with homework and meeting deadlines.

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

At Vista Academy Littleport, all students are encouraged to take an active role in school life and to share their ideas and opinions. Students with SEND are fully included in this. They participate in activities that give them a voice, regularly reflect on their learning in lesson.

In addition, pupils with SEND take part in review meetings where they help set their own targets and reflect on their learning and achievements, ensuring their views are an important part of the process.

How does the school involve other bodies in meeting the needs of pupils who have SEND and supporting their families?

Vista Academy Littleport has developed effective working relationships with a wide range of external partners, professionals, and agencies. These include the SEN Education Psychology Service, the Hearing Impairment Service, the Visual Impairment Service, Physiotherapy, Occupational Therapy, Child and Adolescent Mental Health Service, Centre 33 and the School Nursing Service.
These and other relevant services are contacted when necessary and appropriate, according to a pupil's needs. VISTA Academy works closely with Cambridgeshire County Council and uses the Early Help Assessment processes when appropriate to do so.

What are the arrangements for supporting pupils in moving between phases of education and in preparing for adulthood?

Vista is committed to working with students, their parents and families, and other institutions to ensure that we plan proactively to facilitate smooth transitions at key times in each pupil's educational career. We realise that transitions can be a challenging time for any child, particularly for a pupil who has SEND. These transitions can include:

- Moving to Vista Academy Littleport from primary school or another secondary school
- Moving from Vista Academy Littleport to another provision
- Moving classes within school or changing teachers
- Moving from school further/higher education

Planning for transition from Year 6 to secondary school begins as soon as possible in Year 6 and often in Year 5. Where a child has an EHCP or where a significant additional need is otherwise identified, a member of the SEND team will liaise with the primary school to ensure that we understand the student's needs.

During Year 9 careful guidance is provided for all students as they make appropriate choices before moving into Key Stage 4.

Every student at Vista Academy Littleport has an individual options interview with a senior member of staff which they attend with their parents. For a student who has SEND it is likely that this interview will be conducted by a member of the special needs team. Similar guidance interviews are held in Year 11. Vista Academy Littleport has its own special needs team who provide guidance about the application process and support at the start of a student's sixth form career.

What adaptations are made to the curriculum and the learning environment of children and young people with SEND?

We strongly believe that wherever possible students who have SEND should have access to the high-quality teaching at Vista Academy Littleport in as wide a range of subjects as is possible. To that end most students who have SEND follow the full mainstream curriculum.

How do children and young people with SEND engage in activities available with children and young people in the school who do not have SEND?

At Vista Academy Littleport, all students, including those with special educational needs and disabilities (SEND), are taught in mainstream classes and are part of a tutor group.

We encourage every child to take part in extra activities during break times, lunchtimes, and after school. A wide range of clubs and activities are available, and all students, including those with SEND, are welcome to join.

Day trips and residential trips are open to all students. We carefully consider each child's specific needs to make sure they can take part, and we take all reasonable steps to make trips accessible and enjoyable for everyone.

What support is available for me and my family?

If you have any questions about SEND or if you're finding things difficult, please don't hesitate to get in touch. We are here to support you, your child, and your family.

You can also find out about additional support available in your area by looking at your local authority's "Local Offer."

Cambridgeshire County Council and Norfolk County Council both provide detailed information about the support and services available on their websites.

- https://www.norfolk.gov.uk/article/40393/SEND-Local-Offer
- https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/family.page?camfamilychannel =1

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

- Cambridgeshire
- Norfolk

National charities that offer information and support to families of children with SEN are:

- IPSEA
- SEND family support

- NSPCC
- Family Action
- Special Needs Jungle

What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?

We hope that any concerns can usually be resolved through a friendly, informal conversation with the staff listed in this information report.

If you would like to discuss any part of the support provided for your child with a member of staff who is not directly involved in their SEND provision, you can contact James Mepham (Head of School), using the usual school contact details.

If you feel your concern needs to be taken further, there is a clear process for raising a formal complaint, and we will guide you through this if needed – this procedure can be found here: Policies - Vista Academy Littleport

Commonly used anacronyms

- **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
- **Adaptation** – 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 or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school 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
- **SENCO** – the special educational needs co-ordinator
- **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
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages