

Special Educational Needs (SEND) Information Report 2025-26

Key Information

Principal: Mr James Harding-Mbogo
SENDCo: Mrs Eleanor Edens
Deputy / Assistant SENDCo:
SEND Administrator:
SEND Governor: Ms Caroline Kafka-Markey
Link to Local Offer: <https://www.swindon.gov.uk/sendlocaloffer>

Inclusion at United Learning

At United Learning, we are ambitious for all students. To achieve this ambition, we are committed to developing inclusive practices that ensure every child receives the support they need. It is driven by three trust-wide frameworks: high quality inclusive teaching; inclusion-led leadership at all levels; inclusive community approaches. By embedding inclusive practice across every layer of school life, we ensure that all children regardless of need are supported to succeed, feel a sense of belonging, and thrive in every aspect of their education.

Working with Families

We understand what a huge decision it is to choose a school which will enable your child to thrive. We strive to make sure that our families feel included and supported in all decisions made about their child.

At our school, we value the voices of both students and parents in supporting the learning and development of students with SEN.

Student Involvement:

Students with SEND are actively encouraged to take part in our student voice sessions and are given equal opportunities to share their views during student voice reviews. Their input is also integral when creating pupil passports, ensuring that the support provided reflects their individual needs and preferences.

Parental Involvement:

We invite parents to contribute their perspectives during the creation and review of pupil passports, ensuring that support plans are fully informed by home experiences. Parents are also welcome to attend meetings with both internal and external staff to discuss their child's progress and to co-plan strategies and interventions.

Engagement and Communication:

Throughout the year, the school hosts a range of events where parents are invited to learn about new school policies, initiatives, and the overall direction of the school. At these events, parents are encouraged to provide feedback, helping us to continually improve our support for students.

At our school, collaboration with families is central to creating an inclusive and supportive environment where every child can thrive.

Context

What is the range of SEND supported within the school based on the current population of students with SEND?

As of September 2025, Nova Hreod Academy has 1044 students on roll, of which 18 have an Education, Health and Care Plan (EHCP) and 117 access SEND Support (K). The most common types of need are speech, language and communication needs, SEMH and Moderate Learning Difficulties. We also have a number of students with ADHD, ASD and Dyslexia diagnoses.

Admissions Arrangements



How do students with SEND get a place at Nova Hreod Academy?

Students with additional needs will apply to Nova Hreod Academy through the usual admissions process, as outlined in our Admissions policy.

No student will be refused admission to Nova Hreod Academy based on his or her special educational needs. In line with the Equality Act 2010, we will not discriminate against disabled children in respect of admissions for a reason related to their disability.

Those with an EHCP will apply during their Annual Review process and transfer phase during year 6, with guidance from the home Local Authority SEND team. Consultation with Nova Hreod Academy will take place based on the paperwork provided to the school. We are open to discussions with parents, the young person and professionals involved prior to making the decision on which placement parents would request, this is to ensure that we are the most suitable environment and offer the most appropriate provision for the young person to succeed and meet their potential.

Where Swindon Local Authority proposes to name Nova Hreod Academy in an EHCP, made in accordance with section 324 of the Education Act 1996, the school will be sent a consultation and will outline whether the student's needs can be met and whether a place will be offered or not. If it is deemed that it would be incompatible with the provision of efficient education for other children, this will be outlined in the consultation response to the Local Authority.

Nova Hreod Academy welcomes any requests to visit our site to ensure we can meet individuals' needs (with advice as necessary from health professionals on suitability).

Identification and Assessment

How are additional needs identified at Nova Hreod Academy?

The Academy identifies students with SEND in several ways:

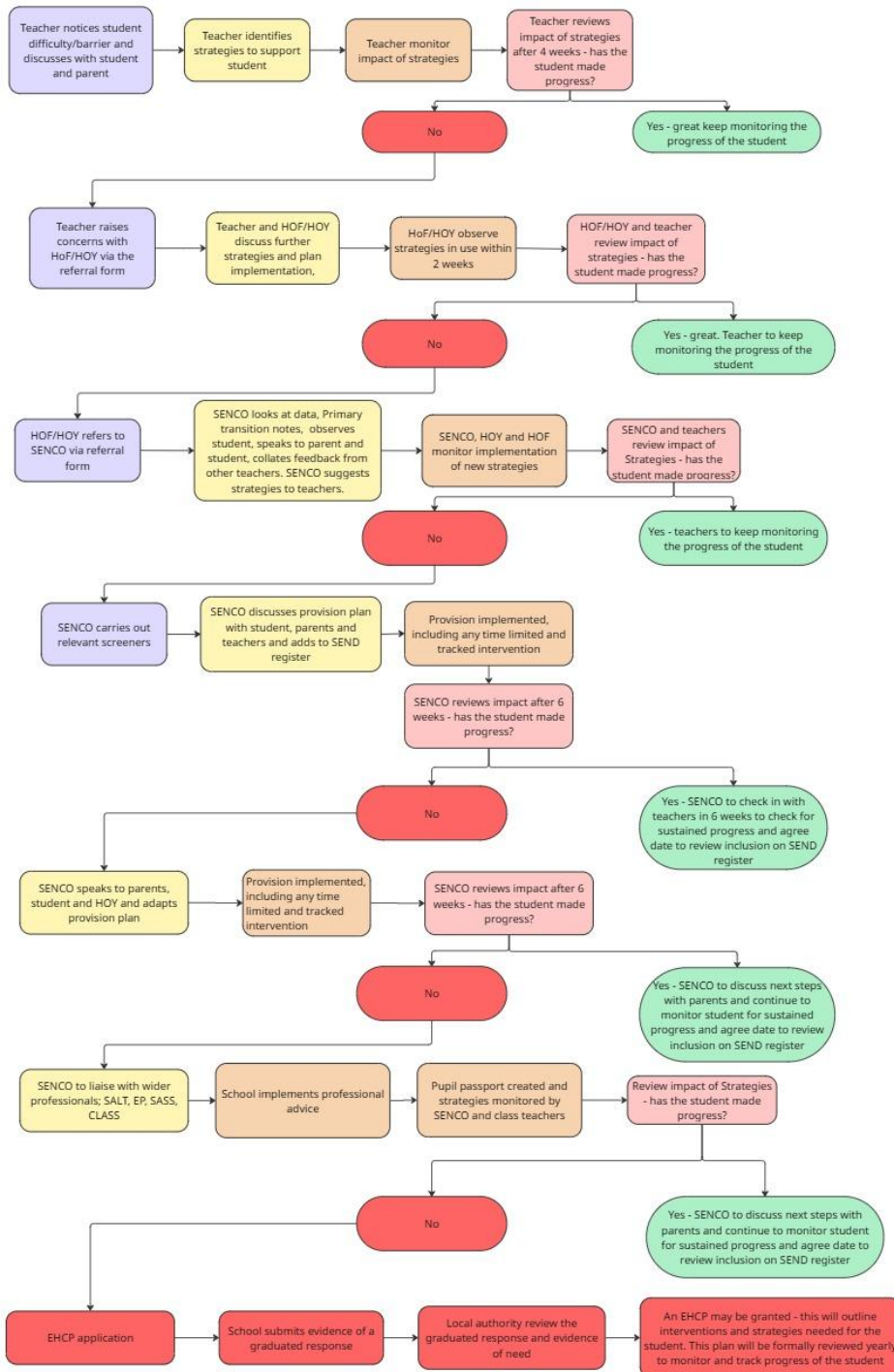
- Transition information from Primary School
- Meetings with parents, students and any relevant agencies working with child/ family
- KS2 SATS results, baseline tests for reading, literacy and ability and aptitude for learning
- Concerns raised by parents, teachers and the pastoral team

Once students have been identified the Inclusion team will carry out further observations, involve parents and the student, and put appropriate strategies in place. If required, a Pupil Passport is drawn up outlining the students' needs and the strategies for teachers to use. These are distributed to all of the teachers of that student. Where needed the school may involve outside agencies or seek further professional advice.

As an inclusive school we believe in high quality teaching for all, with appropriate, highly tailored differentiation in place to meet students' needs. All students identified as SEND are placed on our SEND Register which outlines their cognitive, communication, social, emotional, physical and sensory needs and strategies for teachers and other staff. All teaching and non-teaching staff have access to our comprehensive SEND Register which is a live shared document with links to strategies / EHCPs / Pupil Passports / relevant information and provision in place.

Reviewing Progress

What are the school's arrangements for assessing and reviewing students' progress towards outcomes?



At Nova Hreod Academy we carefully monitor the progress of pupils with Special Educational Needs (SEN) using the Assess, Plan, Do, Review cycle. This means we regularly check how well support is working and make adjustments where needed.

We gather information from a range of sources, including teacher feedback, parent and student voice, attainment data, behaviour records and attendance. This helps us to build a full picture of each child's progress and experience in school.

Reviews are carried out on a regular basis and involve parents and pupils wherever possible. Decisions about next steps are always made collaboratively, ensuring that support is tailored to meet individual needs and to help every child achieve their potential.

High Quality Inclusive Teaching

Ambition for All: We are ambitious for students from all starting points, ensuring they are well-prepared for further education, employment, or higher-level apprenticeships.

Accessible Curriculum: We ensure all learners access a well-sequenced curriculum that builds knowledge and skills effectively.

Equity in Assessment: All students are given the exam access arrangements they need to access assessments and demonstrate their abilities fairly.

Evidence-Based Interventions

Nova Hreod Academy is committed to providing a broad, responsive SEND provision, aligning with the principles outlined in the SEND Code of Practice (2015) and supported by best practices from the Education Endowment Foundation (EEF). Our interventions aim to remove barriers to learning by employing evidence-based strategies that offer a balanced mix of classroom support, targeted interventions, and specialist resources. Tailored to meet individual needs, this tiered provision ensures each student with SEND has access to quality support, ranging from everyday classroom adjustments to intensive, multi-agency collaboration for complex needs. Below is an overview of the support available at each tier for the primary areas of need, with examples of how we address Cognition and Learning, Social, Emotional, and Mental Health (SEMH), Communication and Interaction, and Sensory and Physical Needs. This list is not exhaustive, and additional information on available support can be provided upon request, including opportunities for parents and carers to visit the Academy.

Cognition and Learning

Tier 1 – Quality First Teaching (QFT)

- Adapted in-class instruction with tasks broken into manageable steps.
- Access to memory aids, vocabulary maps, and visuals to support retention and understanding.
- Assistive technology as needed.

Tier 2 – Targeted Interventions

- Small group literacy and numeracy interventions, such as Lexonik
- Use of coloured overlays and targeted support for students with dyslexia or dyscalculia.

Tier 3 – Specialist Interventions

- Individualised support from the Swindon Advisory Teacher service and tailored programmes based on specific learning difficulties.
- Educational Psychology (EP) assessments to inform bespoke strategies and resources.

Tier 4 – Intensive Support (EHCP)

- Comprehensive, multi-agency support for students with complex needs, documented in an Education, Health, and Care Plan (EHCP).
- Personalised interventions with additional time, readers, or scribes as required.

Social, Emotional, and Mental Health (SEMH)



Tier 1 – Quality First Teaching (QFT)

- Use of fidget toys, and in class breaks
- Behaviour feedback through agreed-upon non-verbal cues and transition support during class changes.

Tier 2 – Targeted Interventions

- Group workshops focused on anger and anxiety management with an ELSA
- Self-esteem sessions, Zones of Regulation, and social skill-building activities. (Talkabout for Teens)
- Mentoring

Tier 3 – Specialist Interventions

- Access to in-school mental health practitioners, such as the Listening Service or a counsellor
- Bespoke support from an EP for students needing a tailored mental health strategy.
- 1-1 ELSA support

Tier 4 – Intensive Support (EHCP)

- Personalised support and therapy documented in an EHCP, incorporating multi-agency input from CAMHS and other specialists as needed.

Communication and Interaction

Tier 1 – Quality First Teaching (QFT)

- Visual aids, graphic organisers, and social stories to support social skills and understanding.
- Use of talking stems to encourage positive interactions.
- Social skills activities embedded in class routines to teach verbal and non-verbal cues.

Tier 2 – Targeted Interventions

- Small group social communication sessions using Talkabout or Language for Behaviour & Emotions
- Structured social stories and visual schedules
- Participation in small group activities like Inclusion Club, tailored to develop interaction skills.

Tier 3 – Specialist Interventions

- Involvement of Speech and Language Therapy (SaLT) services for individualised or small-group support.
- Support from Swindon Autism Support Service (SASS) for individualised or small-group support

Tier 4 – Intensive Support (EHCP)

- Personalised, multi-agency support plan, documented in an EHCP, including targeted sessions with SaLT and/or EP services as needed.

Sensory and Physical Needs

Tier 1 – Quality First Teaching (QFT)

- Classroom adjustments such as fidget toys, ear defenders, and in class breaks as needed.
- Access to sloping boards, coloured overlays, and other sensory-friendly resources.
- Adapted seating arrangements or mobility aids to support comfort and engagement.

Tier 2 – Targeted Interventions

- Small group handwriting skills sessions
- Inclusion clubs at lunch and break
- Sensory breaks
- Individual support with personal organisation, such as using timers and visual schedules.

Tier 3 – Specialist Interventions

- Access to Occupational Therapy (OT) services for assessments and tailored recommendations.
- Involvement of physiotherapy for students with physical or sensory processing challenges.
- Regular monitoring and adjustments based on input from specialists, such as the Hearing Advisory Service

Tier 4 – Intensive Support (EHCP)

- Comprehensive support outlined in an EHCP, including adapted physical resources, mobility aids, or tailored seating.
- Multi-agency collaboration involving OT and physiotherapy for students with complex sensory or physical needs.

Mentally Healthy School

At Nova, we believe every student should be supported to thrive.

There is a dedicated, non-teaching pastoral team who work closely with colleagues and external agencies to support all our students. We offer support with attendance difficulties, with an Attendance and Family Support Officer dedicated to improving outcomes for our students who struggle with attending school.

We work with Be U, our local Mental Health Support Team, who provide both one-to-one and group activities to improve young people's wellbeing. They hold a weekly clinic in school, working with an identified caseload of students. We can support students, young people and families to make referrals to the Swindon Single Point of Access who triage referrals daily.

Our School Nurse hosts a clinic weekly, where students can self-refer if preferred, to be supported with physical, emotional and mental health needs.

Behaviour Support

The SEND Code of Practice (2014) states that, '*Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.*'

Reasonable Adjustments

At Nova Hreod Academy we make reasonable adjustments for managing behaviour which is related to a students' Special Educational Need (SEN) or disability, in accordance with the Equality Act 2010. These reasonable adjustments are tailored to the individual student and consider the advice of professionals as required. These adjustments may relate to the way that instructions are given, the way that behaviour is managed or the consequences and rewards that are used. Nova Hreod is committed to providing early intervention to support student behaviour and to ensure that students are supported in improving their behaviour (*for more information please see our Behaviour Policy*).

[Academies Behaviour Policy](#)

Inclusive Community

How are students with SEND encouraged to take part in the wider school offer and learning opportunities?

Students are encouraged to take part in all aspects of school culture, including but not limited to:

- Student Leadership
- Rewards
- Extra-Curricular Offer
- Educational Trips

How does the school involve other agencies and organisations in supporting students with SEND and their families?

The inclusion team and pastoral team work closely with any external agencies we believe to be relevant to our students' needs at any given time, some external agencies we work closely with are:

- Advisory Teachers for Cognition and Learning
- Advisory Service for Physical Disability and Complex Health Needs
- Advisory Service for Vision Impairment
- Autism Support Service (SASS)
- CAMHS
- Education, Health and Care Plan Service
- NHS Speech and Language Therapy Service
- Hearing Support
- Social Services – including locality teams and social workers
- Swindon Educational Psychology Service
- LAC – Virtual School

Transition

KS2 to KS3 Transition

Upon acceptance, the SENCo will invite Year 6 students with SEND to take part in additional transition support days. These sessions are designed to help students grow in confidence around the school, become familiar with key staff members, and provide an opportunity for the school to get to know each student individually.

A member of the inclusion team, alongside our transition lead, will also visit the students' primary schools.

During this time, the SENCo will liaise with primary school SENCOs to gather important information about each student's needs, ensuring a smooth and well-informed transition to secondary school.

For students who are more vulnerable, the Year 7 Pastoral Team Leader will also be involved in the transition process to provide additional support. Where necessary, any other relevant professionals will be included to ensure the transition is as smooth and supportive as possible.

KS3 to KS4 Transition

All students participate in an Options Day and attend assemblies that provide guidance on the subjects they may choose for Key Stage 4. The SENCo is available to support students in making these decisions, ensuring that choices reflect their strengths, interests, and individual needs.

For all students with an Education, Health, and Care Plan (EHCP) from Year 9 onwards, personalised plans focus on preparing them for adulthood. This includes support in areas such as employment, independent living, and active participation in society, helping students to develop the skills and confidence they will need for life beyond school.

Post 16 Transition

Y11 Students will have access to the school career guidance regarding college links and suitable pathways.

Students with SEND will be given additional help to explore post 16 provision and the Inclusion Team will ensure that the receiving college or training provider will have all additional information so that the students' needs can be met.

Staff Expertise

What training do staff undertake at Nova Hreod to support students with SEND?

Teachers are trained to support students with SEND through the following:

- Advice and support from the Inclusion and Pastoral teams regarding individual students.
- All teachers have a bank of strategies for each of the SEND categories to meet student needs.
- Weekly SEND Updates
- Learning walks feedback
- Support and guidance with the centralised, comprehensive SEND register.
- Collaboration in designing Pupil Passports which explain the student's needs, recommend strategies and identify targets
- INSET for all staff on adapting the curriculum to meet student needs, run by the Teaching & Learning teams.
- INSET for all new and trainee staff on SEND
- All teachers are expected to identify how they support students with SEND in their planning.

Communication and Complaints Process

- *Complaint policy:*
[Complaints Policy](#)

If you wish to make a complaint, please refer to Nova's complaint policy. This will outline the steps required to ensure a complaint is processed correctly.

Accessibility Plan

Schools need to carry out accessibility planning for disabled pupils (as directed in the Equality Act 2010). This plan must be reviewed at least every three years.

Schools must implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled pupils.

Insert link to Accessibility Plan

[Accessibility Policy and 3 year plan 2022 to 2025.pdf](#)
[Equalities Policy Sept 2022.pdf](#)

Links to other Useful Policies

- [SEND Policy 2024-2025.pdf](#)
- [NHA Safeguarding 2024 25](#)
- [Online Safety Policy - Nova Hreod Academy Sept 2024.pdf](#)