

Annual SEN Report 2025-2026

Evaluating the Effectiveness of Provision for Students with SEND at Great Park Academy

This report should be read in conjunction with the SEN Information Report, SEND Policy and Accessibility Plan.

Year on year, the needs of our SEND students are changing. We monitor their needs carefully and seek appropriate support and advice, from specialists, based upon this. We also adjust our own support mechanisms in school, in line with these changes.

All percentages rounded to nearest 1%.

Context:

Number of children on roll: 602

Number of children on SEN Register (% of whole school population): 83 (14%)

Percentage of total school population with SEN:

Number of children at SEN Support (%): 61 (10%)

Number of children with EHC Plans (%): 22 (4%)

Breakdown of Need:

Children may have more than 1 identified SEND need

Children with communication and interaction need: 36 (6 % of cohort, 43% of SEND cohort)

Children with SEMH need: 31 (5% of cohort, 37% of SEND cohort)

Children with Cognition and Learning need: 19 (3% of cohort, 23% of SEND cohort)

Children with Sensory and or Physical disabilities: 3 (<1% of the cohort, 4% of SEND cohort)

More detailed breakdown

Children with ASD diagnosis: 27 (5 % of cohort, 33% of SEND cohort)

Children with ADHD diagnosis: 19 (3% of cohort, 23% of SEND cohort)

Children with Dyslexia diagnosis: 22 (4% of cohort, 27% of SEND cohort)

Children with a Dyscalculia diagnosis: 0 (0% of cohort, 0% of SEND cohort)

Children with a hearing impairment: 0 (0% of the cohort, 0% of SEND cohort)

Children with a visual impairment: 1 (<1% of cohort, 1% of SEND register)

Data

Academic Year 2024-2025

Attainment: Reading	Number of Children	Percentage
Working at Greater Depth	3	50%
Working at Expected Standard	0	0%
Working towards expected standard	3	50%

Attainment: Writing	Number of Children	Percentage
Working at Greater Depth	1	16.7%
Working at Expected Standard	2	33.3%
Working towards expected standard	3	50%

Attainment: Maths	Number of Children	Percentage
Working at Greater Depth	2	33.3%
Working at Expected Standard	2	33.3%
Working towards expected standard	2	33.3%

Waves of Intervention	Provision / Resource
<p style="text-align: center;">Wave One</p> <p>Quality First Teaching</p>	<ul style="list-style-type: none"> • Pupils have access to a broad and balanced curriculum, which is well sequenced and well developed. • Formative assessment is built into lessons to ensure pupils are working at their correct level. • Recall and retention of knowledge activities built into lessons to ensure opportunities for overlearning and mastery. • Reasonable adjustments made within lessons or within learning environment e.g. coloured backgrounds, use of phonetic dictionaries, use of manipulatives for support, visual aids and support scaffolds, pen grips etc. • Laptops, ipads and headphones available in school. • 'Personal development plus' (PD+) sessions offered. • Pupil may attend NUFC Foundation sessions for additional Personal Development. • Use of PRAISE code to promote behaviour, expectations and routines.

Access to support:

SEND pupil profiles and reviews

To improve communication and the level of support our SEND cohort receive we have started using individualised pupil 'Learning Passports.' These passports include the key information about the pupils including: their name, area of need, any reasonable adjustments in place and any successful teaching strategies in place. Exam access arrangements and external agencies that are involved with the child are included on these documents.

Alongside these pupil Learning Passports, some pupils may have a support plan. These support plans include any relevant information about the pupil and their area of needs as well as their views and the priorities of their parents or carers. As part of these support plans, the 'Assess, Plan, Do, Review' approach is followed. Following a discussion with the young person and their parent or carer, SMART targets are set and any necessary provisions are planned and agreed upon. This support plan is then in place for the agreed amount of time before being reviewed and revaluated at a later date. These reviews are attended by the parents or carers of the young person and their form tutor or the Learning Support Lead.

If a child has an Education and Health Care Plan, an annual review of this will be held and any external professionals involved with the child will be invited to attend alongside parents or carers and the Learning Support Lead.

Transition:

We have a robust transition programme for our students which is outline below:

<u>KS2 Events</u>	<u>Who is involved</u>	<u>Intended Impact</u>
<u>EHCP private tours</u> <i>Around whole school</i>	Learning Support Lead and Parents. Children can be present	Allow time for personal questions to be asked and for parents to see the provision in the whole school. These can be organised directly between parents and the Learning Support Lead.
<u>SEND additional activities visit for prospective Y5 students</u>	Learning Support Lead or HLTA delivers interactive sessions to prospective students with support staff from their first schools.	They can meet more members of staff. Staff can see the needs of the children and meet them face-to-face. Provides staff that know the children well to educate staff at GPA. Children get used to the communal area and have another opportunity to be inside the school.
<u>Assemblies at feeder schools for prospective Y5 students</u> <i>(for all children)</i>	Staff visit the first schools to meet the children	Myth busting and information sharing for all children about rewards and the exciting parts of school.
<u>Additional SEMH support</u>	Newcastle's SEMH team	Enhanced transition for pupils identified by first schools to help pupils settle in their new school.
<u>Transition day</u> <i>For all children</i>	Y5 children meet their new teachers	Transition day as normal

Selected children (who are identified from either the first or primary school) can also receive a transition booklet that helps them understand their new school in smaller steps. This includes information on routines, staff and rooms.

If we feel that support is needed further to this, we can put in a referral to the ASAP panel and receive support from the specialist communication and interaction teachers at the local authority. If you would like further information on this, the ASAP Panel, or anything else that the local authority can offer, please try the link below.

Link to Local Offer

<https://www.newcastlesupportdirectory.org.uk/?localofferchannel=0>