

Colonel Frank Seely SEND information report, September 2026/27



	Requirement	Colonel Frank Seely
1	The kinds of SEN that are provided for	At Colonel Frank Seely we use the SEN CoP 2015 SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk) and provide support for identified or moving towards becoming identified as SEN using a graduated response. The four broad areas of SEN are. 1- Cognition and learning (C&L) 2- Communication and Interaction (C&I) 3- Social, Emotional and Mental Health (SEMH) 4- Sensory and physical (S&P)
2	Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (Mainstream schools) SENDCo SENCO@cfsacademy.org.uk https://www.cfsacademy.org.uk/parents/policies/	Colonel Frank Seely we recognise and identify pupils requiring SEN support at KS2 transition point. This is part of a robust transition process involving meetings with family SENDCo and primary feeder school SENDCo's, in year transfers and information passed over at admission point. For pupils in school who are a referred from pastoral care support to SENDCo will be discussed and if required a graduated response will be triggered. 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. a) Have a significantly greater difficulty in learning than most others of the same age; or b) Have a disability that prevents or hinders them from making use of educational facilities of a

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		kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.' For pupils who are not attending school due to illness or school-based anxiety then the attendance pathway is followed. Colonel Frank Seely has an attendance officer and policy in place; this process will be followed and is referred to as the ATTEND pathway. The attendance officer and pastoral leaders will offer meetings, complete home visits, work with pastoral leaders and the SENDCo where appropriate to put in place support plans and timetables to increase school attendance. If this is not effective agency referrals are then made to support the family and pupil. Details of the attendance and SEND policy can be found via the schools' website. https://www.cfsacademy.org.uk/parents/policies/
3	Arrangements for consulting parents of children with SEN and involving them in their child's education.	Colonel Frank Seely is an inclusive school and there are many layers of contact available to parents/carers as follows: 1- Tutor 2- Subject teachers 3- Head Of House 4- Key worker (allocated TA) 5- Assistant SENDCo 6- SENDCo Colonel Frank Seely has a learning support team, consisting of highly skilled Teaching Assistants, the Assistant SENDCo and the SENDCo. Pupils identified as SEN are on the SEN centralised register and will be allocated a key person (Teaching assistant) from the learning support team. The allocated key worker will get to know the pupil well, populate a pupil profile for teacher awareness of need and be available to consult with parents, either by appointment or other means of communication as per the school's communication policy. The learning support team are trained on a graduated response and use the Assess, Plan, Do Review framework as a guide for SEN reviews (SEN CoP 2015). In addition, parent evenings are calendared for all year groups throughout the year for subject specific teaching feedback and tutor reviews.

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4	Arrangements for consulting young people with SEN and involving them in their education.	Involving young people with Special Educational Needs (SEN) in their education is crucial for ensuring their needs and preferences are met, and for empowering them to take an active role in their learning journey. Collaborative Approach: We work closely with parents and caregivers to understand the student's needs and preferences, ensuring a consistent support system. Training and Support: We promote and facilitate training for parents on how to support their child's learning and development at home, sent out via class chart alerts. Key workers work closely with pupils to make sure their voice is heard and part of their SEN plans. For Example. • Collaborative creation of pupil profiles shared with teachers via class charts for greater inclusion and to apply reasonable adjustments in the classroom. • To collect pupil voice for reviews • To communicate with teachers and or peers • To advocate around school
5	Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review.	All teachers are responsible for making reasonable adjustments and adapting teaching to meet needs through high-quality teaching and the graduated response. Pupils receiving SEN Support have outcomes identified through the Assess, Plan, Do, Review (APDR) process and these are reviewed termly with pupils, parents/carers and staff. Progress is monitored through assessment data, teacher feedback, attendance, behaviour, pupil voice, parent feedback and intervention reviews. Where progress remains limited, the SENDCo may seek advice from external agencies. Pupils with EHCPs have regular outcome reviews and an Annual Review.
6	Arrangements for supporting children and young people in moving between phases of education in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.	Transition between phases of education is carefully planned. The SENDCo works closely with feeder schools, families and external agencies. Pupils are supported to prepare for adulthood through personal development, careers education, work experience opportunities, preparation for further education, apprenticeships and employment, independent living skills and participation in the wider community. The school follows the Gatsby Benchmarks.

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7	The approach to teaching children and young people with SEN.	Teaching children and young people with Special Educational Needs (SEN) involves creating individualized education plans (IEPs) tailored to each student's needs, integrating into mainstream classes with adapted teaching approaches. Positive behaviour management, collaborative teamwork with families and professionals and ongoing teacher training. Emotional and social support, regular monitoring, and adherence to legislative frameworks ensure an inclusive, supportive, and effective educational experience that promotes the overall development and well-being of students with SEN
8	How adaptations are made to the curriculum and the learning environment of children and young people with SEN	Adaptations to the curriculum and learning environment for children and young people with SEN include differentiating instruction, modifying classroom layouts to minimize distractions, and creating individualized SEN support plans to address specific needs and promote inclusion.
9	How the expertise and training of support staff to support children and young people with SEN, including how specialist expertise will be secured.	The SENDCo coordinates the SEND register and in doing so understands the SEN needs of the school. This then identifies the specialist training needed to be implemented within the support/TA team. Training is delivered via the Nottinghamshire County Council https://www.nottinghamshire.gov.uk/education/for-schools/training-opportunities-for-teachers-and-school-staff Also secured via SPRINGBOARD with the family SENDCo, District SENDCo and local authority where specifics can be discussed with a solution focused approach and appropriate start points identified. CFS will work with Schools and Families Specialist Services including but not exhaustive - CAMHS - Early Help - Healthy Families - Health including Paediatrician, Occupational Therapy, Physiotherapy - Social Care - Educational Psychologist - Communication and interaction team - Cognition and learning team
10	Evaluating the effectiveness of the provision made for children and young people with SEN	The SENDCo welcomes feedback from parents/carers and is contactable via SENDCO@cfsacademy.org.uk

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		Additionally, and as part of the SEND Assess Plan Do Review (APDR) process and part of the SEN reviews, a parent questionnaire is sent out for parent feedback after each review point. Pupil voice is collected prior to SEN reviews, and this is drawn upon to make further adjustments to SEN provision. We evaluate the effectiveness of provision for pupils with SEND by: Reviewing pupils' individual progress towards SEN targets each term and for progress towards their EHCP Small Steps targets termly and annually as part of a statutory review. Additionally, we • Reviewing the impact of interventions at regular APDR meetings. • Using / analysing pupil questionnaire outcomes. • ongoing Monitoring by the SENDCo. • Reviewing pupil passports and updating termly. • Hold annual reviews for pupils with EHC plans.
11	How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN	CFS is an inclusive school, Children and young people with SEN are enabled to engage in activities with their peers in mainstream lessons to include inclusive practices such as differentiated instruction, the use of assistive technologies, support from teaching assistants, and the adaptation of activities to meet diverse needs, fostering a collaborative and supportive environment that promotes social integration and equal participation.
12	Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying	Support for emotional and social development includes mentoring, key-worker provision, social skills interventions and personalised support plans. The school operates a clear Anti-Bullying Policy and takes all incidents seriously. Staff monitor vulnerable pupils closely and work proactively with families to identify and address concerns early. Pupil voice is regularly gathered to ensure pupils feel safe, included and supported.
13	How the school involves other bodies, including health and social care bodies to include children in care, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families	CFS works in collaboration with health and social care bodies, local authority support services, virtual school and voluntary sector organizations, by collaborating through multi-disciplinary teams to develop, where required, implement comprehensive support plans. This may include coordinating with health professionals for medical and therapeutic services, working with local authorities for additional educational resources and support, and partnering with

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		voluntary organizations to provide specialized programs and family support service. More Information can be found here: Special Education Needs & Disabilities Local Offer Ask Lion - Nottingham City Directory Special educational needs and disabilities (SEND) Nottinghamshire County Council Nottshelpyourself What is the SEND Local Offer? (familyservicedirectory.org.uk) Nottshelpyourself
14	Arrangements for handling complaints from parents of children with SEN about the provision made at the school	Any concern regarding SEND provision should initially be raised with the SENDCo via SENDCO@cfsacademy.org.uk. If concerns remain unresolved, parents/carers should follow the school Complaints Procedure available on the school website. Concerns may also be referred to the Governing Body or Local Authority in accordance with the SEND Code of Practice.
15	Governing Body for SEND	Lindsey McCulloch-Howe
16	The Arrangements for the admission for disabled students.	In line with the SEND Code of Practice (2015), Section 1.27, 'schools must not discriminate against children with SEND and must use their best endeavours to meet their needs'. The Equality Act 2010 further reinforces this by requiring schools to make reasonable adjustments to avoid disadvantaging disabled pupils https://www.gov.uk/definition-of-disability-under-equality-act-2010 CFS link to admissions policy https://www.cfsacademy.org.uk/our-school/admissions SENDCo, operations manager Mrs Musgrove and/or Deputy head teacher Mr Ridley are available to meet with perspective parents of pupils with physical disability and tour the school to be sure that CFS is best suited and appropriate adjustments are in place before coming onto roll.
17	The steps taken to prevent disabled pupils from being treated less favourably than other pupils.	CFS makes sure that all disabled pupils are treated fairly and given the same chances as everyone else. Fair Treatment: We teach our staff about disabilities to ensure everyone is treated equally and to prevent disabled pupils from being treated less favourably than other pupils. Facilities and Support: The school has ramps, lifts, and accessible toilets to help pupils get around easily.

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		We also offer support for other types of disability we make reasonable adjustments for hearing or sight impairments. Accessibility Plan: This plan shows how we: Make sure disabled pupils can join in all lessons and activities. Improve the school's buildings to make them easier to use.
18	The facilities you provide to help disabled pupils to access the school including the extent to which disabled pupils can participate in the curriculum. Improve the physical environment to enable disabled pupils can participate in the curriculum. Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided.	CFS has an accessibility policy that can be found here https://www.cfsacademy.org.uk/our-school/policies CFS values the abilities and achievements of all its students and is committed to providing each student with the best possible environment for learning. we have adopted a whole-school approach to SEND practice. Students identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.
22	Improving the availability of accessible information to disabled pupils.	CFS will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future project improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.
23	Arrangements for supporting children and young people who are looked after by the local authority and have SEN	Children who are looked after by the Local Authority and who have SEND are supported through close partnership working between the SENDCo, Designated Teacher for Looked After Children, Mr C Ridley (Deputy Head teacher), carers, social workers, the Virtual School and external agencies. Personal Education Plans (PEPs), SEND support plans and EHCPs are reviewed regularly.
24	Annual Review Information	SENDCo: Sally Scott Email: SENDSCO@cfsacademy.org.uk SEND Governor: Lindsey McCulloch-Howe Report Reviewed: September 2026 Next Review Due: September 2027