



Gothic Mede Academy

SEND Information Report 2026–2027

Review Information

Review Date: September 2026

Next Review Date: September 2027

Introduction

At Gothic Mede Academy, we are committed to ensuring that every child is valued, included and able to achieve their full potential. We believe that high-quality teaching, strong partnerships with families and appropriate support enable all pupils to participate fully in school life and make good progress.

This report explains how we identify, support and monitor pupils with Special Educational Needs and Disabilities (SEND) in accordance with the Children and Families Act 2014 and the SEND Code of Practice (2015)

What types of SEND do we provide for?

We support children and young people with a wide range of needs, including those relating to:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

We recognise that children may experience difficulties in one or more of these areas and that needs can change over time.

How do we identify and assess pupils with SEND?	How do we identify and assess pupils with SEND? Pupils may be identified through: • Ongoing teacher assessment and monitoring • Progress and attainment data • Parent/carer concerns • Pupil voice • Information from previous settings • Advice from external professionals Children identified as requiring additional support are considered through the graduated approach of: Assess → Plan → Do → Review The SENDCo works with staff, pupils, parents and, where appropriate, external agencies to identify needs and review the impact of provision.
Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?	Our SENDCo is Alison Sugden. Contact: 01462 732002 or GMA-SEND@bestacademies.org.uk Alison is supported by Lisa Glindon, SEND Assistant. Parents and carers are encouraged to contact the school at any point if they wish to discuss their child's needs, provision or progress.

What is our approach to teaching pupils with SEN?

High-quality, inclusive teaching is the first step in meeting the needs of all pupils.

Teachers are responsible and accountable for the progress and development of all pupils in their class, including those receiving additional support.

Provision may include:

- Adaptive teaching
- Scaffolded learning
- Small-group interventions
- Individual support
- Specialist programmes
- Assistive technology
- Advice from external agencies
- Personalised learning targets

Support is planned, implemented and reviewed through the graduated approach.

How do we adapt the curriculum and learning environment?

At Gothic Mede Academy we adapt teaching, resources and the learning environment to enable all children to access the curriculum.

Adaptations may include:

- Modified learning objectives
- Personalised learning pathways
- Alternative recording methods
- Visual supports
- Sensory resources
- Specialist equipment
- Assistive technology
- Reasonable adjustments recommended by external professionals

How do we enable pupils with SEND to engage in activities with pupils who do not have SEND?

We are an inclusive school and expect all pupils to participate fully in school life.

Children with SEND are supported to access:

- Educational visits
- Residential experiences
- Clubs and enrichment activities
- Sports events
- Performances
- Whole-school events

Reasonable adjustments are made where necessary to support participation and success.

How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?

Parents and carers are essential partners in supporting children's learning.

We involve parents through:

- Regular communication with staff
- Parent consultations
- SEND review meetings
- SEND Support Plans
- Annual Reviews for pupils with EHCPs
- Collaborative target setting

Parents are involved throughout the Assess, Plan, Do, Review cycle.

How do we consult pupils with SEND and involve them in their education?

Pupil voice is central to our practice.

Children are encouraged to:

- Share their views
- Discuss their strengths and interests
- Contribute to setting targets
- Reflect on the support they receive
- Participate in review meetings where appropriate

We believe children should be active participants in decisions about their education.

How do we consult parents of pupils with SEN and involve them in their child's education?	Parents and carers are essential partners in supporting children's learning. We involve parents through: - Regular communication with staff - Parent consultations - SEND review meetings - SEND Support Plans - Annual Reviews for pupils with EHCPs - Collaborative target setting Parents are involved throughout the Assess, Plan, Do, Review cycle.
How do we consult pupils with SEN and involve them in their education?	Pupil voice is central to our practice. Children are encouraged to: - Share their views - Discuss their strengths and interests - Contribute to setting targets - Reflect on the support they receive - Participate in review meetings where appropriate We believe children should be active participants in decisions about their education.
How do we assess and review pupils' progress towards their outcomes?	Progress is reviewed through: - Teacher assessment - Curriculum monitoring - SEND Support Plan reviews - Intervention evaluations - Discussions with parents and pupils - Standardised assessments where appropriate Provision is adjusted where necessary to ensure that pupils continue to make progress.

How do we support pupils moving between different phases of education?	The SENDCo works closely with: - Nurseries and pre-school settings - Receiving schools - Secondary schools - Parents and carers - External agencies Additional visits, transition resources and enhanced transition arrangements may be provided where needed.
How do we support pupils preparing for adulthood?	Although pupils are in primary education, preparation for adulthood begins early. We support children to develop: - Independence - Communication skills - Social skills - Resilience - Self-advocacy - Emotional regulation - Organisation and problem-solving skills These skills are embedded throughout school life.

What expertise and training do our staff have to support pupils with SEN?	Staff receive regular SEND-related professional development. Training may include: - Autism - ADHD - Speech, Language and Communication Needs - Dyslexia - SEMH - Sensory processing needs - Trauma-informed practice - Medical needs Specialist training is arranged when required to meet the needs of individual pupils.
How do we evaluate the effectiveness of our SEN provision?	We evaluate our provision through: - Assessment information - Progress data - Learning walks - Book scrutiny - Parent feedback - Pupil voice - Intervention reviews - SEND Support Plan outcomes - Leadership and governor monitoring This ensures provision remains effective and responsive.

How are we responding to the SEND and Alternative Provision Improvement Plan?	Gothic Mede Academy is committed to ensuring that our SEND provision reflects current national developments arising from the SEND Review and the Government's SEND and Alternative Provision Improvement Plan. We continue to strengthen our inclusive practice by: - Ensuring early identification of need. - Embedding high-quality teaching as the first response to SEND. - Using the graduated approach effectively. - Working in partnership with parents and carers. - Promoting co-production with children and young people. - Delivering evidence-informed interventions. - Developing staff expertise through ongoing training. - Working collaboratively with Central Bedfordshire Local Authority and external agencies. - Supporting independence and preparation for adulthood. - Ensuring children access high-quality ordinarily available provision. As national reforms continue to develop, the school will review and adapt practice to ensure pupils benefit from the most effective and inclusive approaches.
How do we handle complaints from parents of children with SEN about provision made at the school?	We encourage parents to raise concerns as early as possible. Concerns should be discussed with: - The Class Teacher - The SENDCo - A member of the Senior Leadership Team If concerns remain unresolved, parents may follow the school's Complaints Policy available on the school website.

What support services are available to parents?	Support may be available through: - The SENDCo - School staff - SENDIASS - Educational Psychology - Speech and Language Therapy - Occupational Therapy - Community Health Services - Mental Health Support Services - Other specialist agencies where appropriate
Where can the LA's local offer be found?	The Central Bedfordshire SEND Local Offer can be found at Central Bedfordshire SEND Local Offer The Local Offer provides information regarding services and support available to children and young people with SEND and their families.
How the school is improving accessibility. Where can the academy's Accessibility Plan be found?	The school's Accessibility Plan identifies actions relating to: - Increasing access to the curriculum - Staff training - Adaptive teaching - Personalised provision - Assistive technology - Improving the physical environment - Accessible facilities - Specialist equipment - Advice from therapists and specialist services - Improving access to information - Visual supports - Adapted resources - Alternative formats where appropriate The Accessibility Plan and Equality Information can be found on the school's website.