

Kickstart Academy

SEND Information Report 2025-26

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Introduction

Welcome to the SEND Information Report for Kickstart Academy, which is Telford and Wrekin's Pupil Referral Unit and part of the Learning Community Trust. This report outlines how we implement our policy for pupils with special educational needs and/or disabilities (SEND) and details how we ensure inclusive, high-quality provision so that all pupils thrive. It is written with parents/carers, pupils and stakeholders in mind, in clear, accessible language. It will be updated at least annually and in line with the SEND Code of Practice (2015) Section 6.

We strongly believe that every young person has the right to achieve the best possible outcomes – academically, emotionally, socially and for life after school – regardless of any additional needs. In line with Section 19 of the Children and Families Act 2014 and the Equality Act 2010, we aim to remove barriers to learning and participation.

Our SEND vision and values

At Kickstart Academy:

- We believe in the “whole-child” approach: supporting academic progress **and** emotional, social and personal development.
- We commit to early identification, timely intervention and a graduated approach (assess → plan → do → review) in line with the Code of Practice.
- We work in genuine partnership with pupils, parents/carers, and external professionals to ensure the voices of pupils and families shape provision and outcomes.
- We expect high aspirations for all pupils with SEND, including preparation for adulthood (employment, independent living, community participation).
- We promote inclusive practice: all staff are responsible for the education of pupils with SEND; teaching is adaptive, and we use our best endeavours to meet individual needs.

SEND Provision

Kickstart Academy is an entirely specialist provision: **100% of our pupils are identified as having special educational needs and/or disabilities (SEND).**

The majority present with complex Social, Emotional and Mental Health (SEMH) needs, often alongside additional needs within the areas of cognition and learning and communication and interaction. Many pupils also come from socio-economically disadvantaged backgrounds, with a significant proportion eligible for free school meals and living in areas of high deprivation.

Given this context, the whole curriculum, pastoral model and therapeutic approach of Kickstart Academy is designed around specialist, personalised SEND provision.

Within Kickstart Academy pupils have a range of additional needs. These include, but are not limited to:

- **Cognition and Learning** – e.g., moderate learning difficulties (MLD), specific learning difficulties (SpLD) such as dyslexia.
- **Communication and Interaction** – e.g., speech, language and communication needs (SLCN), autism spectrum conditions (ASC).
- **Social, Emotional and Mental Health** – e.g., behaviour difficulties, anxiety, attachment needs, self-regulation challenges.

Identifying pupils' needs and how we adapt & monitor provision

Identification and assessment

- On entry (or as soon as a need becomes apparent), we carry out baseline assessments and a review of previous records (including EHCPs if relevant, or prior school reports).
- Our designated SEND Coordinator (SENDCo) is **Matt Bates** and is responsible for overseeing the identification process and coordinating provision.
- We use a range of screening tools and staff observations to identify additional needs early.
- If required, we commission further specialist assessment (e.g., educational psychologist, occupational therapist) to clarify needs.
- Once a need is identified, we adopt the “graduated approach” of:
 - **Assess** – gathering evidence of need and barriers to learning.
 - **Plan** – in consultation with pupil, parent/carer, teacher and SENDCo, we set outcomes and decide on additional support.
 - **Do** – implement the support/intervention.
 - **Review** – evaluate impact and next steps.

- We record and monitor all pupils and update plans at least termly, as all students are on the SEND register.
- We regularly review the effectiveness of interventions to ensure progress is being made.

How we adapt teaching and our environment

- Teachers plan and deliver high-quality first teaching which is differentiated and responsive to need.
- We make use of teaching assistants, where appropriate, but always in ways that promote independence.
- We adapt the curriculum, resources, teaching style and assessments as needed (for example, use of visual supports, assistive technology, scaffolded tasks).
- Our physical environment and access arrangements are regularly reviewed (see our Accessibility Plan) to ensure pupils with sensory/physical needs are supported.
- We ensure staff receive ongoing professional development around SEND and inclusive practice.

Consulting and involving pupils and parents/carers

We value a collaborative partnership with pupils and their families. Parents/carers of pupils with SEND are invited to:

- meet the SENDCo and key staff (upon referral to the school or identification of need if this wasn't identified during the enrolment process);
- contribute to the setting of outcomes and review meetings (individual learning plans / support plans);
- attend Annual Review meetings (for those with EHCPs);
- provide feedback on how their child is progressing socially, emotionally and academically.

All pupils are encouraged to express their views, set their own targets (where appropriate) and review their progress.

Each year we carry out a parent/pupil survey (or other feedback mechanism) to ask about SEND provision and school's inclusiveness. The findings feed into our quality assurance and development plan.

We publish this SEND information report on our website and invite comments from parents and carers.

Arrangements for moving between phases of education

We recognise that transitions (into, within and beyond our setting) are potentially anxious times for pupils with SEND. Our arrangements include:

- Induction programmes for new entrants, including those transferring from other schools or settings.
- Meetings between SENDCo/key staff at Kickstart Academy and prior or receiving settings to exchange relevant information.
- For pupils with an EHCP, additional meetings may be arranged, and transition plans developed (including visits, bespoke transition books, social stories).
- As pupils approach post-16 or employment pathways, we prepare them via careers advice, work experience, liaison with colleges/employers, and personal planning toward adulthood.
- We work closely with local authority transition services and receiving providers to ensure continuity of support.
- We provide Outreach Support for local secondary schools through the Telford and Wrekin Fair Access Panel, ensuring expertise is utilised to support students into their mainstream school prior to being referred for a place at Kickstart Academy.

Support available for pupils' emotional, mental and social development

- We believe emotional and social development is integral to success. Our pastoral support includes:
 - Key staff (e.g., Pastoral Manager, Personal Tutor, SENDCo) who monitor and support pupils' social/emotional well-being.
 - Specialist interventions (e.g., counselling, self-regulation programmes, peer-mentoring) especially for those with SEMH needs.
 - A bespoke positive behaviour, relationships and belonging policy and clear conduct guidelines (linked to our SEND policy) which emphasise positive behaviour, de-escalation strategies, restorative approaches and support rather than exclusion where possible.
 - A clear anti-bullying policy and procedures to ensure that pupils with SEND feel safe, valued and included.

- Liaison with external agencies (CAMHS, educational psychology, local authority well-being services) for pupils with complex needs.
- Our practice reflects the principle of inclusion and that pupils' well-being underpins academic progress.

Monitoring, evaluating and improving SEND provision

- Our SENDCo and Headteacher/Deputy monitors the quality of provision and outcomes for pupils with SEND, via lesson visits, work scrutiny, data tracking and feedback from pupils/parents.
- We publish outcomes for pupils with SEND (in aggregated form, maintaining confidentiality) and use this to inform improvement planning.
- Our link SEND Governor regularly visits school (at least once per term) to talk to staff and students about SEND provision. A comprehensive report is provided for the Headteacher and Governing Board to ensure effective oversight of SEND and challenge.
- Our governing board and designated SEND governor receives regular reports on SEND provision, staffing, interventions and outcomes, and holds the leadership team to account.
- We conduct an annual review of this SEND Information Report (and our SEND policy) and update accordingly.
- We ensure pupils with SEND have access to the full curriculum and extracurricular offer, and we monitor their participation and progress. Where a bespoke curriculum is in place the school ensures appropriate access beyond qualifications.
- We constantly seek to improve staff training, resource allocation and partnership working to maximise outcomes for our pupils.

Staff expertise & specialist services

- Our SENDCo Matt Bates, pending NPQSEnCo, supported by the Headteacher, leads the SEND team and liaises with external professionals.
- Staff involved in supporting pupils with SEND receive training in areas such as adaptive teaching, behaviour relationships and belonging, autism awareness, attachment needs, assistive technologies.
- We work in partnership with external agencies such as:
 - Educational Psychology Service

- Occupational Therapy
 - School counsellor
 - School nurse
 - BEEU (CAMHS)
 - Local Authority SEND Team
 - Other specialist outreach/early help services
- Where a pupil has very specialised or complex needs, we will engage the relevant specialists to ensure provision is appropriate and effective.

Accessibility & Facilities

- Kickstart Academy has an Accessibility Plan which sets out how we increase access to the curriculum, physical environment and information for pupils with disabilities.
- Our site is regularly reviewed to ensure accessibility; where adaptations are needed we make reasonable adjustments (e.g., ramps, lifts, adapted toilets, sensory areas, assistive technology).
- We aim to ensure all pupils, including those with SEND, can access school trips, clubs and extracurricular activities. Where needed, risk assessments and additional staffing are put in place.

How we fund SEND provision

- The Academy receives funding via the local authority for high needs.
- Additional funds are used to provide interventions, specialist staffing, training, resources and assistive technologies.
- We ensure that funding decisions are transparent and aligned to pupil outcomes.
- If further funding is required (e.g., for an EHCP) we work with the local authority to apply for the necessary resources.

How parents/carers can raise concerns

- If you have concerns about the provision for your child with SEND, your first point of contact is the class teacher / key worker, then the SENDCo Matt Bates – contact details: matthew.bates@lct.education or 01952 951413.
- If the matter is not resolved, you may escalate to the Headteacher Sarah Lewis and ultimately to the SEND Governor/Chair of the Governing Body.
- We have a complaints procedure in place which is accessible via our website or upon request.
- We also signpost to local independent parent/carer support services and mediation services for SEND matters.

Links to further information and the Local Offer

- Please see our separate SEND Policy (available on the website or by request).
- The Academy's Accessibility Plan is also published on the website.
- We link to the local authority's Local Offer page which provides information about the full range of services outside school.

Other useful resources include:

- [Local Offer Telford & Wrekin signed](#)
- [Inclusive leisure Information - Telford and Wrekin Leisure Services](#)
- [FutureFocus - Telford Job Box](#)
- [Kooth - the mental health and wellbeing platform for young people](#)

Review of previous year's outcomes and our priorities for 2025-26

Review of last year

- We have reflected on outcomes for pupils with SEND in the previous year, including progress in learning, attendance, behaviour, post-16/transition outcomes, and parental/pupil feedback.
- Key strengths include improved attendance and achievement at GCSE.
- Areas for improvement in 2025/26 include enhancing assistive technology provision, interventions and further staff training in adaptive teaching.

Contact details and who to speak to

- SENDCo: Matt Bates, matthew.bates@lct.education or 01952 951413.
- Headteacher: Sarah Lewis, sarah.lewis2@lct.education or 01952 951413.
- SEND Governor: Mark Austin, 01952 951413.

Keeping the report accessible and updated

We ensure that this report is:

- Published prominently on our website and part of our induction information for parents/carers.
- Written in plain English (with explanations of specialist terms and a glossary available).
- Reviewed at least annually, or sooner if changes in legislation, staffing or pupil cohort demand.
- Presented in an easy-to-navigate format (with hyperlinks where possible) and accessible for families with alternative needs (large print, translation, alternative formats upon request).

Thank you for taking the time to read our SEND Information Report. We welcome your feedback and strive to work together to ensure the best possible outcomes for your child.

Glossary

ADHD – Attention Deficit Hyperactivity Disorder

A condition that affects focus, attention and self-regulation. Pupils may find it difficult to concentrate or may be very active or impulsive.

ASC – Autism Spectrum Condition

A developmental condition affecting communication, social interaction, flexibility of thought and sensory processing.

Assess–Plan–Do–Review (Graduated Approach)

A four-step cycle used in schools to identify needs, plan support, implement interventions and review impact.

CAMHS – Child and Adolescent Mental Health Service (BEEU)

NHS specialist service supporting children with emotional, behavioural or mental health difficulties.

Cognition and Learning Needs

Difficulties with understanding, processing, remembering or applying learning. Includes dyslexia, dyscalculia and moderate learning difficulties.

Communication and Interaction Needs

Difficulties with speech, language or social interaction, including ASC and speech/language needs.

Differentiation

Adapting teaching so all pupils can access learning—for example breaking down tasks, using visual aids or altering the level of challenge.

EHCP – Education, Health and Care Plan

A legal document for pupils with significant and complex needs that sets out the support required and the outcomes to be achieved.

EP – Educational Psychologist

An educational psychologist is a specialist who uses knowledge of learning, behaviour, and child development to help children and young people overcome barriers to learning and thrive in school.

External Agencies / Specialists

Professionals from outside school who support pupils, such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists, CAMHS and specialist outreach workers.

Graduated Approach

A structured, ongoing cycle of Assess → Plan → Do → Review used to provide personalised support.

Intervention

A specific piece of additional support or programme designed to improve learning, behaviour, social or emotional skills.

Local Offer

Information published by the local authority describing the services and support available for children and young people with SEND.

MLD – Moderate Learning Difficulties

Learning difficulties that impact progress across the curriculum at a moderate level.

OT – Occupational Therapy / Occupational Therapist

Therapists who support pupils with functional skills such as fine motor control, sensory processing, handwriting and independence.

SALT – Speech and Language Therapy / Therapist

Professionals who support speech sound production, understanding and use of language, and communication skills.

SEMH – Social, Emotional and Mental Health Needs

Difficulties that impact behaviour, emotional well-being, mental health or a pupil's ability to regulate themselves.

SEND – Special Educational Needs and/or Disabilities

When a child has a learning difficulty or disability that means they need additional support.

SENCo – Special Educational Needs Coordinator

The qualified teacher responsible for overseeing SEND provision, identifying needs, coordinating support and working with families and staff.

SEN Information Report

A statutory document that schools must publish each year explaining how they identify, assess and support pupils with SEND.

SLCN – Speech, Language and Communication Needs

Difficulties with understanding language, expressing language or communicating socially.

TA – Teaching Assistant

Support staff who help pupils access the curriculum and develop independence.