Special educational needs and disabilities (SEND) Information Report

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Some students with EHCPs or high levels of need access short-term, timetabled support in our Progress Room. This is a quiet, structured environment supervised by a member of the SEND team, used for regulation, academic catch-up, and mentoring. Entry is by SENCO referral only and based on assessed need. 11

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Welcome to the SEND Department at The Rural Enterprise Academy

At The Rural Enterprise Academy, we believe every student can succeed. Our school values – **Respect, Resilience, Kindness** and **Ambition** – guide how we support students with special educational needs and disabilities (SEND).

We are a mainstream school with a focus on rural enterprise. Learning is inclusive, practical, and prepares students for life after school.

We follow the **T.R.E.A.** approach:

- **T – Teaching** that includes everyone
- **R – Reaching potential** through learning, wellbeing and social support
- **E – Enrichment** through clubs, trips, and activities for all
- **A – Ambition** to grow confidence and independence

We work closely with primary schools to make the move into Year 7 smooth. Students with SEND are given a key worker to help plan the right support.

We listen to students and families at every stage. With the right support, every student can thrive and build a future with real-life skills.

We recognise and celebrate neurodiversity and understand that differences such as autism, ADHD and dyslexia are part of the normal variation of human development.

Why We Publish This Report

We publish this report each year to show how we put our SEND policy into practice and meet our duties under the SEND Code of Practice and how we help every young person at TREA thrive. This report was developed in consultation with staff, parents, students, and external professionals. It is reviewed annually by the SENCO and senior leadership team, and approved by the Local Governing Body.

This report sets out how we:

- Follow national SEND guidance and the Equality Act 2010
- Make sure all students can take part in lessons, enrichment, and school life
- Use the **Assess, Plan, Do, Review** cycle to match support to need
- Help students grow in confidence, independence, and real-world skills
- Support strong teamwork between staff, families, and professionals
- Keep the student at the heart of decisions, using their voice and views

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

SEN at The Rural Enterprise Academy – 2026/27

At our school, **51% of students have special educational needs (SEN)** – more than double the national average. There are **26 students with EHCPs** (E) **and 76 students on** SEN support (K code).

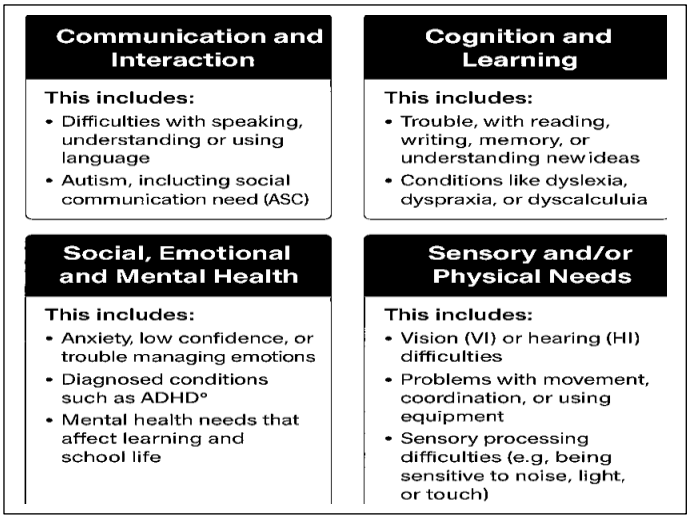
- **74%** of students are supported through **adaptations**, including high-quality teaching, **reasonable adjustment**s, and extra help planned by the teacher.
- **5%** have **complex needs** that require extra support, such as **small group or 1:1 sessions**.
- **12%** have an **EHCP (Education, Health and Care Plan)** and need **highly personalised support**, often involving outside professionals.

Our highest area of need is **Communication and Interaction**, followed by **Cognition and Learning** and **SEMH** (Social, Emotional and Mental Health). At the Rural Enterprise Academy, we have seen an increase in EHCP (E) students by 42% since the 2025 report. Students on SEN Support (K) have reduced by 10%.

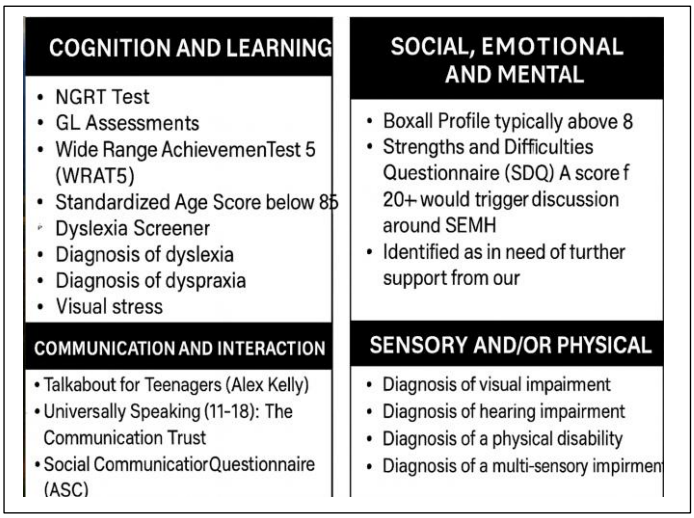
1.What types of SEN does the school provide for?

At The Rural Enterprise Academy, we support students with a wide range of special educational needs (SEND), based on the four areas set out in the **SEND Code of Practice**.

Overview of four area of need



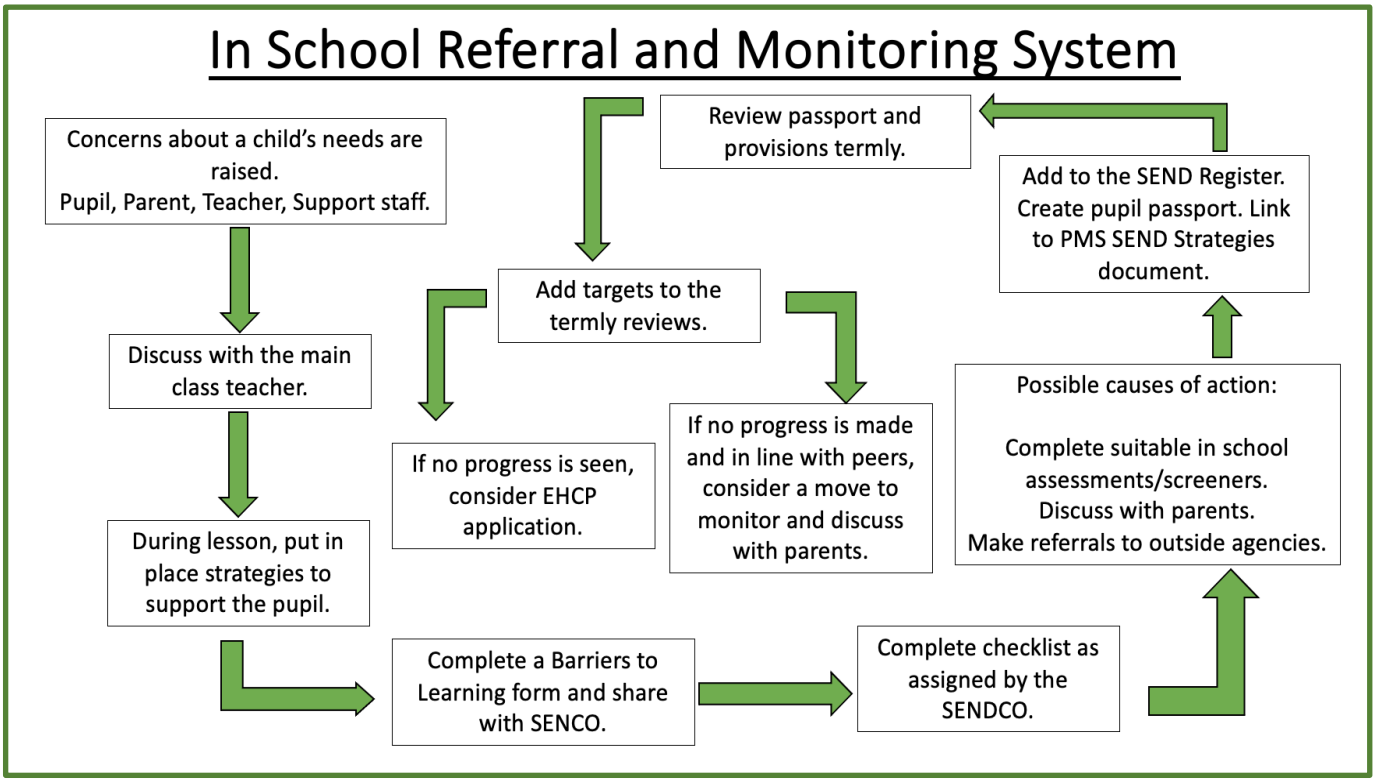
The Rural Enterprise Academy Identification of need



We only place a student on the SEND register if they need support that is **different from or additional to** what most students receive. Most needs are met through our **universal offer** and high-quality teaching. If a student starts to struggle, we explore why and involve families early. We check:

- Transition information
- Assessment scores and teacher feedback on a termly basis
- Teacher concerns / Parent concerns
- Attendance concerns / Behaviour and wellbeing indicators
- External professional reports

A diagnosis does not automatically mean a student has SEND. We consider whether additional or different provision is required to meet the student's needs.



1.2 Stronger Student and Parent Voice

Students and families play a bigger role in shaping support.

Students will:

- Share their views in support plans and reviews
- Give feedback on what helps
- Have regular check-ins with a key adult

Parents and carers will:

- Join termly SEND meetings
- Help review progress and plan next steps
- Be part of early discussions, not just reviews

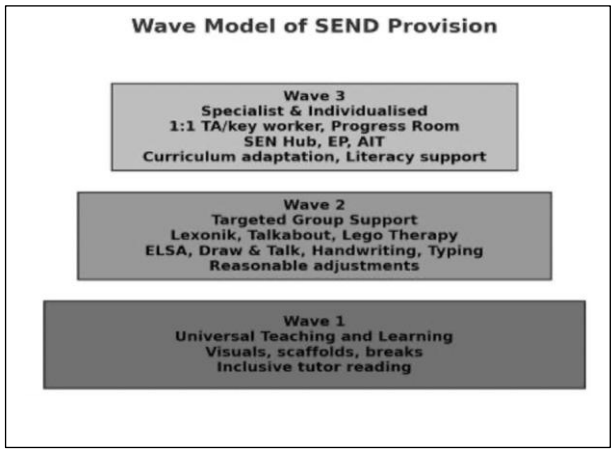
Your feedback now directly informs support plans and interventions.

We use a "Wave Model" to help students with (SEND). – **see 8.0**

Wave 1 – Support for everyone in class, like using visuals and giving breaks.

Wave 2 – Extra help in small groups, like Talkabout or Lego Therapy.

Wave 3 – One-to-one support and specialist help, like working with a key worker or using the SEN Hub.



2. Which staff will support my child, and what training have they had?

At The Rural Enterprise Academy, our SEND team plays a key role in delivering the T.R.E.A. approach—**Teaching that works for everyone**, **Reaching full potential**, **Enrichment for all**, and an **Ambitious curriculum**.

Each team member works closely with a year group **and a subject area** to:

- Build strong relationships with students and families
- Provide consistent support across lessons
- Help students overcome barriers to learning
- Support teaching staff with strategies that work
- Make sure students feel confident, included, and ready for their next steps

We continue to focus on training in **Draw and Talk**, **LEGO® Therapy**, and **Speech and Language**, to support communication and emotional wellbeing. We work with families to ensure every student with SEND feels **respected, resilient, responsible**, and proud of their progress.

2.1 Meet our staff

At The Rural Enterprise Academy, our SEND team is led by **Mrs Karen Fiddler**, SENCO, Designated Looked After Teacher and Senior Mental Health Lead. She is supported by:

- **Mrs Jan Cooper** – Assistant SENCO for Key Stage 3, specialising in autism and speech/language needs.
- **Mrs Sophie McVicar** – Assistant SENCO for Key Stage 4, specialising in social, emotional, and mental health (SEMH).

Each year group also has a dedicated **Teaching Assistant** who supports students with learning, wellbeing, and communication with families. In addition to their pastoral and SEND responsibilities, each TA also specialises in at least one curriculum subject:

- **Year 7** – Miss Baldock (English, Geography)
- **Year 8** – Mr Clarke (Maths, Business Studies)
- **Year 9** – Mrs Smallwood (Science, Technology, Animal Studies)
- **Year 10** – Mrs Clegg (English, Geography, Computing)
- **Year 11** – Miss Woollaston (English)

This is a relatively new team, full of energy and ambition. They are committed to moving the SEND department forward and are excited to implement effective, evidence-informed interventions that make a real difference. Their work is grounded in our core values of **Respect, Resilience, Kindness, and Ambition**, and they are passionate about helping every student thrive.

All support staff have received training in **hearing impairment** and are currently focusing on developing expertise in **speech and language**, **ACES (Adverse Childhood Experiences)**, and **executive function and sensory circuits**.

For full staff details, including roles and training, please see Appendix A or contact the team at:

✉ **sen@ruralenterpriseacademy.com**

2.2 External agencies and experts

At The Rural Enterprise Academy, we work with a wide range of outside professionals to make sure every student gets the right help at the right time.

These services support students with:

- Learning, communication, and behaviour (Educational Psychologists, SALT, SEND Hub)
- Mental health and wellbeing (CAMHS, Staywell, School Nurse,MHST)
- Physical and sensory needs (Occupational Therapy, Hearing/Visual Impairment Services)
- Autism and neurodiversity (SEND Advisory Teachers)
- Social, medical, and family support (Social Workers, Early Help, Virtual School)

We involve external agencies when:

- Extra expert advice is needed
- Students need short-term help beyond what school can offer
- A student has medical, emotional, or social care needs

Together, we work as a team to make sure support is joined up and focused on what each student needs to thrive.

2.3 Working with External Agencies and Experts

We work with outside experts to make sure students get the right support at the right time.

Last year, we focused on two key areas: **Autism** and **Hearing Impairment**.

- We worked with **Autism Inclusion** to observe students and help teachers understand sensory and communication needs.
- The **Hearing Team** trained staff and students. They also ran a **peer support group** that helped raise awareness and build understanding.

We are continuing to work with experts to support:

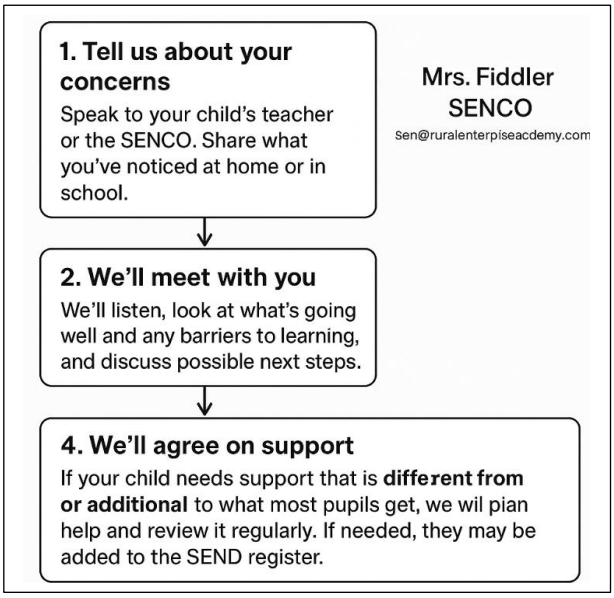
- **Speech and Language / ASD**
- **Executive Function** (skills like focus, memory and planning)
- **Emotional Coaching** for students who have experienced trauma

We are also part of the **Staffordshire Mental Health in Schools network**. We work closely with **CAMHS** and the **Virtual School** to make sure students get the support they need and that communication between services is strong.

These partnerships help us give the right help to the right students, at the right time.

3. What should I do if I think my child has SEN?

If you think your child may need extra help with learning, the first person to speak to is your child's **form tutor** or **class teacher**. They will pass your concerns to the SEN team. You can also contact the SENCO directly: **Mrs Fiddler – SENCO sen@ruralenterpriseacademy.com**



4. How will the school know if my child needs SEN support?

At The Rural Enterprise Academy, we get to know each student well. We do not place students on the SEND register unless they need help that is **different from or additional to** what most students receive. All staff keep a close eye on progress. If a student begins to fall behind in areas like reading, writing, maths, behaviour, or wellbeing, we act quickly.

When needed, we use extra tests to help understand how a student learns. These include reading or memory checks such as **NGRT Standardised Age Score (SAS),** or **WRAT5**. We also look at behaviour or emotional needs using checklists like the **Strengths and Difficulties Questionnaire (SDQ)**. These tools help us decide the right support and next steps. In summary we would use:

- **Information from previous schools or professionals**
- **Teacher and TA observations**
- **In-school assessments** such as NGRT, GL Assessments, spelling, SDQ or Boxall Profile
- **Screening tools** for literacy, motor skills, and emotional wellbeing
- **Concerns raised by families or the student themselves**
- **Outside reports** (e.g. speech therapy, CAMHS, EP)
- **Trial extra support in the classroom:** If that doesn't work, we may ask for expert advice.

If a **student** needs SEN support, we will:

1. Speak to the student and their family
2. Plan support together: Add the student to the SEND register (if needed)

3. Review support regularly to see if it is working

We understand that some students with SEND may face barriers to attendance. We work with families to identify and remove these barriers using reasonable adjustments, flexible routines, and trusted adult support.

4.1 How do we decide when to involve outside professionals?

At The Rural Enterprise Academy, we use a step-by-step approach before asking for advice from specialists such as the Educational Psychologist (EP). This is to make sure children get the right help at the right time.

- **Wave 1** – support in class through Quality First Teaching.
- **Wave 2** – targeted small group or individual intervention, with a review cycle.
- **Wave 3** – more intensive support, and we may use tools such as the SDQ or Boxall Profile to understand social, emotional or behaviour needs. At this stage, we may also make referrals to services like **Staywell**, Early Help, or the Local Authority attendance team.

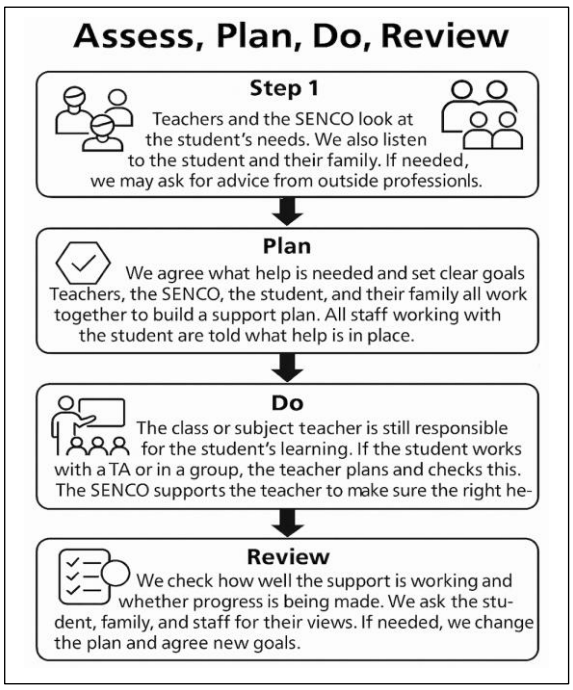
If progress is still limited, we present the case to the **SEND Hub**. The Hub helps us decide whether to ask for EP involvement or whether other outreach services should come in first.

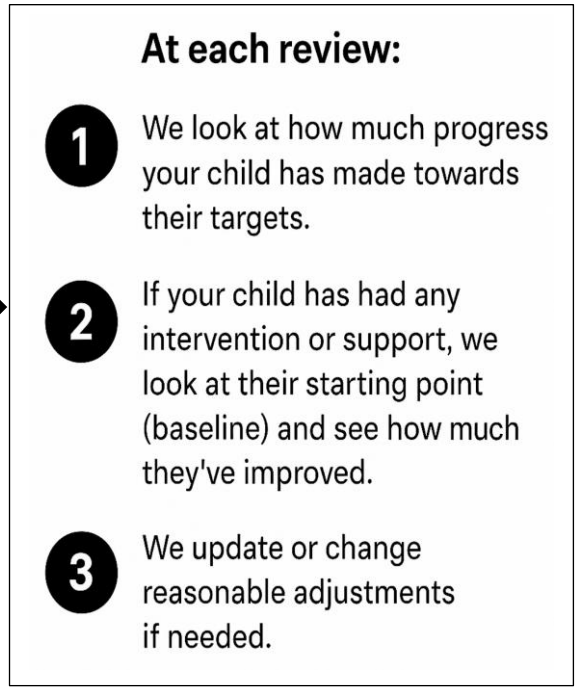
- For students with persistent learning needs, this may include children with **SAS scores below 84 across at least two cycles**.
- For students with significant SEMH needs, this may include children who continue to struggle despite targeted behaviour or wellbeing support.

All EP referrals go through the SEND Hub, unless there is an urgent safeguarding concern.

5. How will the school measure my child's progress?

At The Rural Enterprise Academy, we use a cycle called **Assess, Plan, Do, Review (APDR)** to check how well support is helping your child. We follow this **graduated approach** to make sure we are meeting their needs. We review the progress of all students on the SEND register three times a year. Families of students receiving SEN Support (Code K) are invited to take part in the Assess, Plan, Do, Review (APDR) process through three planned review meetings each year. Families of students with an Education, Health and Care Plan (EHCP) are invited to these review meetings as well as the statutory Annual Review of their EHCP. Parents' evenings provide additional opportunities to discuss progress and support.





We invite **parents and carers** to review meetings and encourage **students to share** what's working and what support they need.

At **Parents' Evening**, you can also speak to the **SENCO or Assistant SENCO** for your child's key stage, and the **Teaching Assistant (TA)** linked to their year group. This helps keep support clear and consistent.

Review meetings and **SEND appointments for APDRs** and Parents' Evening are available through **SchoolCloud,** our online booking system which is released a few weeks before the meetings.

We check progress regularly to make sure your child is getting the right support. We use:

- Teacher assessments and classwork / Feedback from staff working with your child
- Results from any tests or screenings
- Student voice – how your child feels about school / Parent/carer feedback
- Progress compared to peers and national expectations
- Review meetings three times a year (APDR cycle)
- Annual Reviews for students with an EHCP

6. How will I be involved in decisions made about my child's education?

We want to work closely with you to make sure your child gets the right support.

Each term, you'll get a report about how your child is doing. You'll also be invited to at least one meeting a year with your child's class teacher. At this meeting, we will:

- Talk about how your child is getting on
- Agree clear targets for their progress
- Discuss any new or updated reasonable adjustments
- Decide what we'll do in school, what you can do at home, and how your child can help themselves

The SENCO or Assistant SENCO will be available, along with the Teaching Assistant for your child's year group, at these meetings and at Parents' Evening.

We know you know your child best, and your views help us get support right. Please tell us if anything changes. We'll also gather your feedback at Parents' Evening and during the three APDR (Assess, Plan, Do, Review) meetings each year.

After meetings, we update your child's passport if needed and make sure all staff working with them are informed.

If you have questions or concerns between meetings, please speak to your child's class teacher or contact us at **SEN@ruralenterpriseacademy.com.**

7. How will my child be involved in decisions made about their education?

We involve your child in planning and reviewing the support they need. Example in Appendix B.

Your child will:

- Help create or update their Student Passport and take part in review meetings or EHCP reviews
- Share feedback before and after any intervention
- Have regular check-ins with a key adult, like a TA or mentor

We also include students in wider surveys and student panels. Their views help us shape our SEN support.

8. How will the school adapt its teaching for my child?

At The Rural Enterprise Academy, we want **every student to feel safe, included, and able to succeed**. Teachers continue to build their skills to support a wide range of needs, and we invest in ongoing training to help them improve.

We are working towards using more **adaptive teaching**, which means planning lessons in different ways so all students can take part. Some of the strategies we are developing include:

- Breaking tasks into smaller steps
- Giving three examples or repeating key ideas in different ways
- Using visuals and clear instructions to support focus and memory

These approaches are helping us make learning clearer and build students' confidence.

8.1 and 8.2 Adapting the curriculum by Key Stage (Appendix B)

We use a **Wave model** to adapt our SEND support: The tables in Appendix C show what this looks like at **Key Stage 3** and **Key Stage 4**.

- **Wave 1 – Universal Support:** High-quality teaching for **all students**, using strategies like visuals, chunked tasks, and flexible seating.
- **Wave 2 – Targeted Support: Additional help** for some students, such as small group work, mentoring, and access to calm spaces.
- **Wave 3 – Specialist Support: Personalised support** for students with more complex needs, including those with an EHCP.

8.3 Progress Room

Some students with EHCPs or high levels of need access **short-term, timetabled support** in our **Progress Room.** This is a quiet, structured environment supervised by a member of the SEND team, used for regulation, academic catch-up, and mentoring. Entry is by SENCO referral only and based on assessed need.

8.4 Pastoral and Attendance Support

Some students with SEND may need extra help to come to **school regularly** or **manage their behaviour**. Our pastoral team, including tutors, Progress Room staff, and TA staff work with the SENCO to spot **early signs of worry or disengagement**. We aim to keep every student **included** in lessons and school life.

8.5 Intervention

We match support to learning, emotional or communication needs. This includes targeted help from EHCP Section F, reviewed each year. The table In Appendix D will show how this works.

8.6 How do we support students with exam access arrangements?

At The Rural Enterprise Academy, some students may need **extra support during exams** to help them show what they know. This is called access arrangements, and it's based on each student's normal way of working in lessons, not just whether they are on the SEND register.

We follow JCQ (Joint Council for Qualifications) guidance to decide what support is needed. To do this, we:

- Collect evidence from teachers throughout Year 9
- Arrange assessments by a qualified specialist in October, March, and June of each Academic Year.

Depending on the student's needs, support may include:

- Extra time
- A reader, Laptop or scribe
- Rest breaks or a quiet room
- Modified papers (e.g. for visual or processing needs If a student has an EHCP or a diagnosis that includes exam arrangements, we take this into account when planning support.

If you'd like to discuss this further, please contact us at **SEN@ruralenterpriseacademy.com**.

9. How do we check if the support is helping your student?

We regularly check how well our support is working.

What we do	How it helps
Check progress each term using NGRT, Teacher Assessment Data	We look at whether your student is meeting their academic and SEND goals.
Review interventions every 6 weeks with entry and exit data	We check if extra support (like small-group work or mentoring) is making a difference.
Use student voice- questionnaires and student panels	Students can share how they feel about their support, using surveys or talking to trusted adults.
Monitor through the SENCO	The SENCO checks progress and how well support is happening in lessons.
Track provision maps	We use these to record and measure the support in place.
Hold APDR (Assess, Plan, Do, Review) meetings three times a year	These help us check, update, and improve plans termly.
Annual Reviews for EHCPs	We hold a formal meeting once a year to review progress and plan next steps.
Ask for parent and carer views	Your feedback helps us improve support and make decisions.
Track behaviour and engagement	We look for patterns in behaviour, attendance, and engagement to spot barriers early.

We track progress in core subjects (English, maths, vocational learning) alongside wellbeing indicators through provision map reviews, teacher assessments, and feedback. This helps us evaluate support and make adjustments. The effectiveness of this SEN Information Report is monitored through family feedback, APDR reviews, provision mapping, and outcomes for SEND students, and it informs future updates.

10. How will the school resources be secured for my student?

At The Rural Enterprise Academy, we provide support based on student need, not diagnosis. Students do not require a formal identification of SEND to receive help. We use the **Notional SEND Budget** to support students on the SEND register or those being monitored for additional needs. This funding is not allocated to individual students but is used to provide:

- Support staff
- Targeted interventions
- Staff training
- Equipment and resources

Students with an **Education, Health and Care Plan (EHCP)** receive the specific support outlined in their plan. This is detailed in a provision map showing how help is delivered. If a student's needs require additional support such as more Teaching Assistant time, specialist equipment, or input from external professionals we will:

- Work with families and external agencies to understand what is needed
- Make reasonable adjustments within our resources
- Apply for top-up funding from the local authority, if support exceeds the notional budget

11. How will the school make sure my student is included in activities alongside students who don't have SEN?

At The Rural Enterprise Academy, all students are encouraged and supported to take part in every aspect of school life. This includes:

- Extra-curricular activities, Enrichment and before/after-school clubs
- School trips, including residential visits
- PE lessons, with reasonable adjustments made as needed
- Special events such as sports day and themed workshops

We do not exclude pupils from activities because of SEN or disability and make reasonable adjustments to remove barriers to participation wherever required. To support inclusion, we use strategies like social stories, visual prompts, and walk-throughs to help students with communication or interaction needs feel confident and prepared.

12. How does the school make sure the admissions process is fair for students with SEN or a disability?

At The Rural Enterprise Academy, we are fully inclusive and follow the statutory admissions process in line with our Admissions Policy and the Equality Act 2010. We welcome applications from all families, including those whose children have special educational needs or disabilities.

- **Students with an EHCP**: The Rural Enterprise Academy is committed to meeting the needs of students with SEND in line with the SEND Code of Practice and Equality Act 2010. Where the school is named in an Education, Health and Care Plan (EHCP), we work with families, the Local Authority and external professionals to ensure that the provision specified within the plan can be delivered and reviewed effectively.

- **Equal access**: Students with SEN or disabilities are not treated less favourably during the admissions process. We do not use oversubscription criteria that disadvantage students with additional needs.
- **Planning**: Where possible, we gather information in advance so that reasonable adjustments and transition plans can be put in place from the start. This includes meeting with families, feeder schools, and professionals as part of our graduated approach.

We are committed to removing barriers and ensuring that every student has a fair opportunity to join our school community. For further information, please check our Admission Policy

13. How does the school support students with disabilities?

At The Rural Enterprise Academy, we make sure all students feel safe, included, and able to take part in school life. We follow the Equality Act 2010 and make reasonable adjustments to reduce any barriers. We support students with physical, medical, or sensory needs by offering:

- Step-free access and ramps
- Accessible toilets and parking
- Calm regulation spaces in the SEN and Progress Rooms
- Support for moving around school
- Visual aids or assistive tools
- Quiet times during busy parts of the day

Staff receive regular training to understand disability needs. Support is reviewed regularly in line with the SEND Code of Practice. Our **Accessibility Plan (2026–2028)** focuses on:

- **Improve physical access** to the school environment and facilities.
- **Improve curriculum access** so pupils with disabilities can participate fully in learning and make progress.
- **Improve access to information and communication** so information is accessible to all pupils, parents/carers and stakeholders

We welcome applications from students with SEND and disabilities. Students with an EHCP are admitted through the statutory EHCP process. Where a student has complex needs, we work with families, the local authority and relevant professionals to understand their needs, discuss reasonable adjustments and what appropriate provision can be put into place

13.1 How do we support students with medical or personal care needs?

We work with families and health professionals to keep students safe and included.

- **Medication** must be signed in at Reception and is stored safely. All use is logged.
- **Adjustments** may include quiet spaces, movement breaks, or rest time (toilet passes require medical evidence).
- **Keyworkers** help students manage health and wellbeing throughout the day.

In emergencies, trained first aiders will act quickly and contact families or emergency services. We stay in close contact with parents to plan the right support.

14. How will the school support my child's mental health, and emotional and social development?

At The Rural Enterprise Academy, we know students learn best when they feel safe and supported. Wellbeing is part of our whole-school and SEND approach. We offer:

- **Interventions** like Talkabout, Draw and Talk, Walk and Talk, and ELSA
- **Calm spaces** at lunchtime and trusted adults for regular check-ins
- **Sensory circuits**
- **Pastoral support** , including RESET, PSHE, mentoring, and small-group work

Mrs McVicar, our Assistant SENCO for SEMH, leads this support. Mrs Fiddler, our SENCO and Senior Mental Health Lead, works closely with the safeguarding team to make sure the right support is in place. We also link with **external services**, including:

- The **Local Offer** Support
- **MHST Team**
- **Staywell Staffordshire** Staywell
- A range of approved **wellbeing apps** from Staffordshire Council Mental Health Apps

We work with **CAMHS** and other partners using a **graduated response** to escalate support when needed.

Our SENCO is also a Deputy Designated Safeguarding Lead. Bullying is taken seriously, and we operate a zero-tolerance approach to bullying, promoting kindness and respect through PSHE lessons, assemblies and pastoral care. If you're concerned about your student's wellbeing, please contact their class teacher or email sen@ruralenterpriseacademy.com.

Our EBSA practice has recently been reviewed, and a full audit is planned for the 2025/2026 academic year. This will help us strengthen our provision further and ensure our support remains responsive and effective.

We aim to be supportive and student-centred, working in partnership with families to understand the reasons behind school avoidance. Strategies may include flexible transition plans, safe spaces, trusted adult support, and gradual reintegration where appropriate. By taking this approach, we ensure that students feel safe, listened to, and able to re-engage positively with school life.

15. How do we support students during transitions or when preparing for adulthood?

We plan carefully to help students with SEND feel confident through every stage of change.

Moving between schools:

- We speak with families and share key information with the new school.
- SENCOs meet to ensure support continues smoothly.
- On entry, we complete testing to identify any extra needs.

Starting secondary school:

- EHCP students are discussed with their primary SENCOs.
- We offer visits, induction sessions, and buddies.
- Students practise using timetables and organising themselves.

Moving up year groups:

- Students usually keep the same tutor and staff team.
- Day 1 in September is set aside to go through timetables and expectations.
- If extra support is needed, we create a personalised transition plan.

Preparing for adulthood:

- **KS3**: Careers tasters, enrichment, and life skills through PSHE.
- **KS4**: Work experience, placement prep, and keeping in touch.
- **Year 11**: Careers guidance, college visits, help with applications, and travel training if needed.
- EHCP Annual Reviews (autumn term) focus on adulthood – education, work, living skills, and community life.

We work with colleges, employers, and support services so every student can move on to a positive next step. Last year, all our SEND students successfully transitioned into college, sixth form, or apprenticeships, with EHCPs updated where needed.

16. What support is in place for looked-after and previously looked-after children with SEND?

Our Designated Teacher for looked-after and previously looked-after children is **Mrs Fiddler**, who is also the school SENCO.
✉ **kfiddler@ruralenterpriseacademy.com**

Mrs Fiddler works with teachers and support staff to help them understand how a child's life experiences, and special educational needs (SEND) may affect learning. This helps us plan support that meets both their learning and emotional needs.

Looked-after and previously looked-after students receive SEN support in the same way as other students, following our graduated approach. If a child is looked-after, they will also have a **Personal Education Plan (PEP)**. We make sure this links clearly with any SEN Support Plan or Education, Health and Care Plan (EHCP), so all the support is well coordinated.

17. What should I do if I have a complaint about my child's SEND support?

At The Rural Enterprise Academy, we aim to resolve concerns quickly and in partnership with families.

If you're worried about your child's SEND support:

1. **Talk to the class teacher or SENCO** – we'll listen and try to help.
2. **Still concerned?** We'll arrange a follow-up with the SENCO and/or a senior leader.
3. **Unresolved?** You can make a formal complaint via our Complaints Policy.

For more guidance, see pages 246–247 of the **SEND Code of Practice**.

If you feel your concerns have not been resolved through the school's complaints process, you have the right to seek independent mediation.

18. What support is available for me and my family?

If you're looking for extra support for your child or family, there are lots of services available locally and nationally. The table below includes useful links to local offers, advice services, and charities that support families of students with SEND.

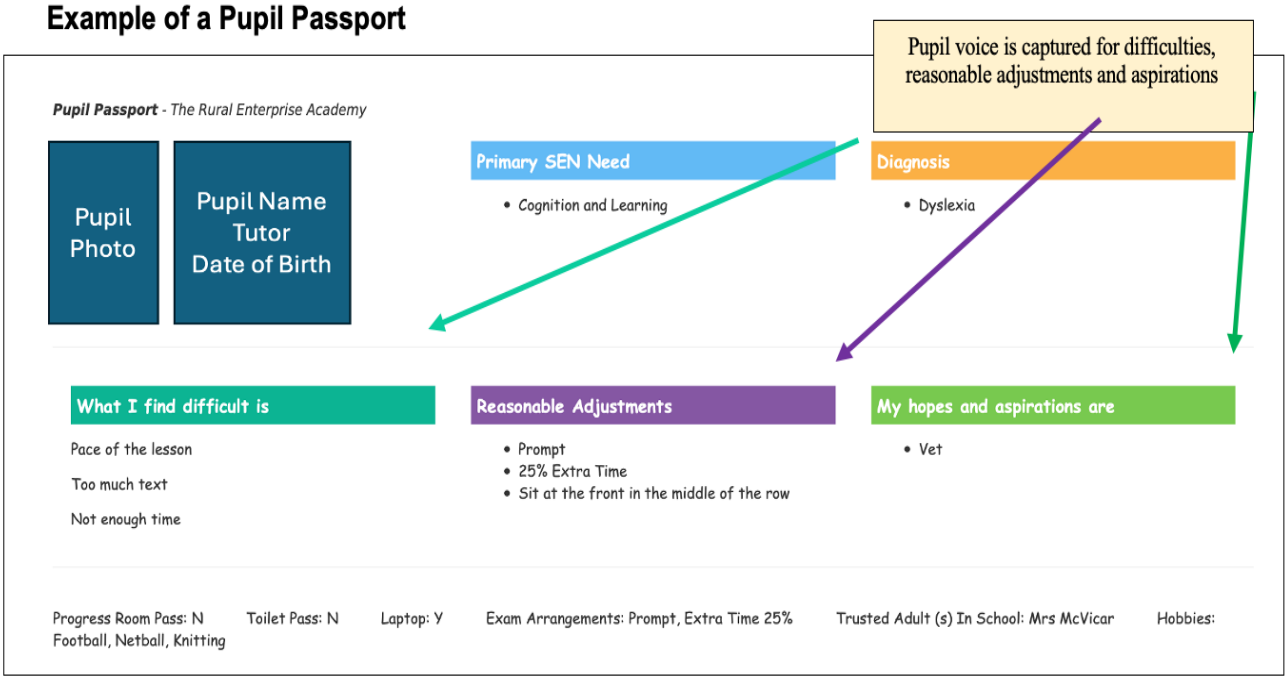
This Information Report should be read alongside our SEND Policy, Accessibility Plan, Admissions Policy, and Safeguarding Policy, all available on our website. For Local and National support see Appendix E. For Policy documents see Appendix F.

Appendix A – Meet The staff

Role	Name	Responsibility/ Training	Contact
SENCO	Mrs. Fiddler	Strategic and operational lead for SEND: Support for students with cognition and learning needs. NPQLL, NPQ SENCO, Senior Lead, Designated Looked After Teacher, DDSL, Training in ASC, ADHD, Hearing, Trauma (ACES), VI	sen@ruralenterpriseacademy.com
Assistant SENCO	Mrs. Cooper	Support for students with speech, language, and autism spectrum needs. Key Stage 3 transition. Exam Access Arrangement co-ordination.Training ASC, Lexonik,	sen@ruralenterpriseacademy.com
Assistant SENCO	Mrs. McVicar	Support for students with SEMH needs and EBSA. Key Stage 4 transition Training ELSA, Mental Health, TA level 3, ASC	sen@ruralenterpriseacademy.com
Teaching Assistant	Mr. Clarke	Support for students in Year 8, APDR, parent and student communication Training: TA apprenticeship, ASC, Hearing	sen@ruralenterpriseacademy.com
Teaching Assistant	Mrs. Smallwood	Support for students in Year 9 APDR, parent and student communication Training: Level 3 TA, PDA, ASC	sen@ruralenterpriseacademy.com
Teaching Assistant	Miss Baldock	Support for students in Year 7 APDR, parent and student communication Training: PACE	sen@ruralenterpriseacademy.com
Teaching Assistant	Miss Woollaston	Support for students in Year 11, APDR, parent and student communication Training: Level 3 TA, ASC, PDA	sen@ruralenterpriseacademy.com
Teaching Assistant	Mrs. Clegg	Support for students in Year 10, APDR, parent and student communication Training: Level 3 TA, ASC, PDA	sen@ruralenterpriseacademy.com

Appendix B – Student Voice

Example of a Pupil Passport



Appendix C – Wave Model Support by Key Stage

We use a range of small-group and specialist interventions. Each one is matched to student need, has a clear goal, and is reviewed regularly.

Key Stage 3 (KS3)

Type of Support	Examples at The Rural Enterprise Academy
Wave 1	
Universal Offer	Adaptive teaching strategies, seating plans, chunked instructions, use of visuals, Tutor check-ins, RESET, Tutor Reading out loud
Wave 2	
Environmental Support	Calm spaces, sensory circuits, small group breakout areas, access to Progress Room
Communication and Interaction	Talkabout, Autism Inclusion, Lego Therapy (Autumn Term 2), personal reasonable adjustments, laptop
Academic Interventions Cognition & Learning	Lexonik, spelling support, transcriptional writing support, numeracy groups, careers support
Emotional and Social	Talkabout groups, Draw and Talk trusted adult support, lunchtime calm space, ELSA, laptop, sensory breaks
EHCP Support	Progress Room drop-in, personalised timetables
Wave 3	
External Input	Autism Inclusion Team, Educational Psychology, Speech and Language screening, SEMH outreach
Planning and Review	Student Passport, 3x yearly APDR cycle, progress tracking, family and student voice

8.2 Key Stage 4 (KS4)

Type of Support	Examples at The Rural Enterprise Academy
Wave 1	
Quality First Teaching	Adaptive scaffolds, explicit vocabulary teaching, alternative formats, flexible groupings ,Tutor check-ins, RESET, Tutor Reading out loud
Wave 2	
Environmental Support	Progress Room access, sensory resources, quiet break/lunch space, regulation time
Academic Interventions	Exam preparation support, touch typing, revision planning, coursework mentoring
Emotional and Social	TFTF mentoring, 1:1 key worker meeting, post-16 prep sessions, personalised SEMH support
Wave 3	
EHCP Support	Careers advisor sessions, Progress Room mentoring, mental health triage, small-group PSHE
External Input	Educational Psychologist, CAMHS, Virtual School, Careers Hub, Autism and Hearing Teams
Planning and Review	Annual Review (EHCP), APDR meetings, college liaison, EHCP applications and transitions support

Appendix D Wave Model of Support by Area of Need

Intervention Cognition and learning

Intervention	What It Helps With	Expected Outcome	Research / Evidence
Touch Typing	Helps with typing speed for students who find writing hard or use access arrangements.	Students type faster and use keyboards more confidently in lessons or exams.	BDA, Assistive Tech in SEND (DfE, 2022)
Lexonik Leap	Boosts reading and phonics for students with decoding difficulties.	Students improve decoding and phonics scores in follow-up tests.	EEF: Phonics (High impact, +5 months)
Lexonik Advanced	Improves reading fluency and understanding for older students needing exam literacy.	Students read more fluently and typically improve reading age by up to **18 months** after the 6-week programme.	Lexonik internal data (2020); DfE approved programme
Maths Tutoring (HLTA)	Fills gaps in number and boosts confidence in maths.	Students fill gaps in maths knowledge and feel more confident in lessons.	EEF: Small group tuition (+4 months)
Handwriting Support	Improves speed and legibility for students who struggle to write clearly.	Students write more clearly and keep up better in written work.	NHS OT Guidelines; National Handwriting Association

Intervention SEMH

Intervention	What It Helps With	Expected Outcome	Research / Evidence
Draw and Talk	Helps students who have experienced worry, low mood or trauma feel more confident.	Students feel more confident and express their feelings more clearly.	Art Therapy UK; Trauma-informed approaches (DfE)
ELSA Mentoring	Builds emotional strength and helps students manage school worries.	Students feel calmer, more positive, and take part more in class or group activities.	ELSA Network; EEF: SEL Interventions (+4 months)
Emotion Coaching / Emotional Literacy	Teaches students to notice and manage their emotions using strategies backed by EEF's SEL guidance.	Students learn to recognise their emotions and use calming strategies during lessons.	EEF SEL Guidance; John Gottman's Emotion Coaching model
Walk and Talk	Provides trusted time to talk and regulate during stressful times.	Students are more willing to talk, with fewer behaviour incidents linked to emotion regulation.	'Key adult' model (Place2Be, Anna Freud Centre)

Communication and Interaction

Intervention	What It Helps With	Expected Outcome	Research / Evidence
Talkabout	Builds social skills like turn-taking and understanding how others feel.	Students show improved social awareness and take part better in group work.	Based on *Talkabout* by Alex Kelly; Widely used SALT tool
Lego Therapy	Supports teamwork, instruction-following, and peer communication.	Students follow instructions better and work well in teams.	Baron-Cohen et al. (2008); NAS-endorsed

Appendix E: The local offer and National Support

Support Type	Organisation / Link	What it offers
Local Offers	Staffordshire Local Offer	SEND services in Staffordshire
	Wolverhampton Local Offer	Local support in Wolverhampton
	Walsall Local Offer	SEND services in Walsall
	Telford & Wrekin Local Offer	Local SEND services in Telford & Wrekin
	Shropshire Local Offer	SEND support in Shropshire
SENDIASS (Advice & Support Services)	Staffordshire SENDIASS	Free advice and support for parents
	Wolverhampton SENDIASS	Independent support with SEND
	Walsall SENDIASS	SENDIASS help for families in Walsall
	Telford & Wrekin SENDIASS	Local advice and help for Telford & Wrekin
Disagreement Resolution / Mediation	Staffordshire Mediation Services	Help resolving SEND disagreements
National Charities	IPSEA	Legal guidance and support for SEND families
	SEND Family Support	Practical advice, peer support and signposting
	NSPCC	Support for child protection and mental wellbeing
	Family Action	Family support including for mental health and SEN
	Special Needs Jungle	Parent-led resource for news and SEND guidance

Appendix F: Links with other policies and documents

This policy links to the following documents:

Category	Links
School Policies (e.g. Accessibility, Behaviour, Curriculum, Careers, Equality, Safeguarding)	The Rural Enterprise Academy Policies
SEND Policies and Information Report	TREA SEND Page
Attendance	TREA Attendance Page
Local Offer – Staffordshire	Staffordshire Local Offer
Other Local Offers Wolverhampton, Walsall, Shropshire Telford & Wrekin	Wolverhampton, Walsall, Shropshire, Telford & Wrekin
SENDIASS and Parent Support(SEND Information, Advice and Support Services)	Wolverhampton SENDIASS, Walsall SENDIASS, Telford & Wrekin SENDIASS, Staffordshire SENDIASS
Disagreement Resolution & Mediation	Staffordshire Mediation Guidance

Glossary

- **Access arrangements** – special arrangements to allow students with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a student's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a student with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a student's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the student's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the student
- **Intervention** – a short-term, targeted approach to teaching a student with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for students with SEN in the local area
- **Outcome** – target for improvement for students with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports students with SEN
- **SEN support** – special educational provision that meets the needs of students with SEN
- **Transition** – when a student moves between years, phases, schools or institutions or life stages