



# Special Educational Needs and Disabilities (SEND) Information Report

2025-26

**Approval:** Full Trust Board

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**Next Review Date:** December 2026

## Contents

One page summary: SEND at Bishop Stopford School	2
Introduction	3
Our intent	3
Bishop Stopford School details	4
Key Contacts	4
What types of SEND does the academy provide for?	5
Which staff will support my child and what training have they received?	5
How will the academy adapt its teaching for my child?	8
What should I do if I think my child has SEND?	9
How will the academy know if my child needs SEND support?	10
How will the academy measure my child's progress?	11
How will I be involved in decisions made about my child's education?	11
How will the academy secure resources for my child?	12
How will the academy make sure my child is included in activities alongside students who don't have SEND?	12
How does the academy make sure the admissions process is fair for students with SEN or a disability?	13
How does the academy support students with disabilities?	13
How will the academy support my child's mental health and emotional and social development?	14
What support will be available for my child as they transition between classes or setting or in preparing for adulthood?	15
What support is in place for looked-after and previously looked-after children with SEND?	15
What should I do if I have a complaint about my child's SEN support provided by academy?	15
What support is available for me and my family?	16

# One page summary: SEND at Bishop Stopford School

## We believe

- ✓ Every student should reach their full potential.
- ✓ The curriculum should be inclusive, challenging, and support personal growth as well as academic success.
- ✓ No student should be left behind because of learning or social disadvantages.
- ✓ The best place for students to be in is in lessons with effective teachers.

## Key Staff

**SENDCo:** Mrs Bianca McGregor.

**Assistant Headteacher:** Mr Simon Smith.

**Head of Year 7:** Ms Samantha Patrick

**SEND Governor:** Mr Richard Main

**Contact:** [office@bishopstopford.com](mailto:office@bishopstopford.com)



## If You Think Your Child has SEND

A child has a special educational need if they need something *different from and additional to their peers*.

- 1) Speak to the subject teacher or Head of Year.
- 2) SENDCo will review concerns and gather evidence (takes about 8–12 weeks).
- 3) If confirmed, child is added to SEND register.

## Inclusion



All students join mainstream classes and activities.



School trips and clubs are open to everyone – we plan ahead to remove any barriers.



We make reasonable adjustments where they are needed

## Transitions

We provide support when moving from primary to secondary school (e.g. transition days).

We offer qualified careers advice to help with future options and preparation for adulthood.

## Types of SEND we can support:

(Within the reasonable expectations of a large, mainstream secondary academy)



**Communication and interaction** (e.g., Autism).



**Cognition and learning** (e.g., Dyslexia, Dyscalculia).



**Social, Emotional, and Mental Health** (e.g. ADHD).



**Sensory and physical needs** (e.g., hearing or vision impairments).

## How Support Works

Quality-first teaching for all students.

We make interventions where required

Limited use of Teaching Assistants for small group and 1:1 work

External specialists help when needed (e.g., speech therapists, CAMHS etc.)

## Monitoring Progress



## Mental Health Support

Access to school nurse, counselling, and external organisations.

Social skills groups and peer mentoring available.



## Complaints & Family Support

Complaints follow the school's procedure.

Local and national SEND support services and charities are available for families: [North Northamptonshire SEND Local Offer](#)

## Introduction

The SEND Information Report outlines how SEND provision operates at Bishop Stopford School (BSS), the different ways that students with Special Educational Needs and Disabilities are supported at the academy, how we work with parents, and the training that staff receive in supporting students.

The document is a working document and, as such, will be updated throughout the year. For example, where staff have undertaken additional training, this will be added to the document. The document is approved formally on an annual basis by the governing body of the academy.

## Our Intent

At Bishop Stopford School, our aim is that every student should realise his or her unique potential. Our Christian ethos and core values are expressed in all that we do: the culture is articulated through highly productive relationships and there is a strong sense of identity and belonging. As a result, our curriculum nurtures, challenges and prioritises individual worth and social cohesion, and fosters independence and interdependence. Character development goes hand in hand with our striving for academic excellence. We want students to leave us happy and healthy, with a strong moral compass as well as with qualifications which have integrity.

Aspiration underpins our curriculum: it is designed so that no student is left behind or left out because of social, learning or other disadvantages. Both the taught and the wider curriculum are carefully planned to ensure that not only are students' basic skills secured, but they provide the foundation for future success. We aim to develop highly literate, numerate and knowledgeable students who are creative, self-regulating and resilient. They have opportunities to develop depth as well as breadth, and because they are socially equipped, they can engage confidently with the wider world.

### Underpinning Principles

- Leadership of the curriculum is active, reflective and research-informed.
- Our curriculum is ambitious, academic and knowledge-driven, ensuring Bishop Stopford students are engaged and thoughtful students.
- Our curriculum is holistic: the spiritual, social and moral imperatives are as strong as the academic.
- Key Stage 3 lasts for Years 7-9 to allow the range of subjects to be studied and to build secure foundations for the two-year GCSE programmes of study.
- The curriculum is structured to ensure effective progression through the key stages and beyond school to further study or employment.
- Curriculum enables all students to progress, through development of a rich language base and challenge in every lesson.

The academy's work with all students, including those with Special Educational Needs and Disabilities, is informed by this intent and the academy's core values.

The academy is committed to the inclusion of all students in a challenging, broad and balanced curriculum.

## Bishop Stopford School details

<b>School Name</b>	Bishop Stopford School
<b>Age Range</b>	11-18 Years
<b>Local Authority</b>	North Northants Council
<b>School Address</b>	Bishop Stopford School The Headlands Kettering Northamptonshire NN15 6BJ
<b>Telephone</b>	01536 503503
<b>Website</b>	<a href="http://www.bishopstopford.com">www.bishopstopford.com</a>
<b>Headteacher</b>	Miss Jill Silverthorne <a href="mailto:office@bishopstopford.com">office@bishopstopford.com</a>
<b>Assistant Headteacher</b>	Mr Simon Smith <a href="mailto:office@bishopstopford.com">office@bishopstopford.com</a>
<b>Special Educational Needs Coordinator (SENDCO)</b>	Mrs Bianca McGregor <a href="mailto:SENDCo@bishopstopford.com">SENDCo@bishopstopford.com</a>
<b>Special Educational Needs Governor</b>	Mr Richard Main <a href="mailto:office@bishopstopford.com">office@bishopstopford.com</a>
<b>Local offer webpage link</b>	<a href="#">North Northamptonshire SEND Local Offer</a>

## Who are the key contacts?

Role	Contact
<b>Headteacher</b>	Miss Jill Silverthorne
<b>Deputy Headteacher for Safeguarding</b>	Mrs Clare Smith
<b>Assistant Headteacher for SEND</b>	Mr Simon Smith
<b>SENDCo</b>	Mrs Bianca McGregor
<b>Head of Year 7</b>	Ms Samantha Patrick
<b>Admissions Administrator</b>	Mrs Kirsty Smith

All contacts can be reached by e-mail: [office@bishopstopford.com](mailto:office@bishopstopford.com) or by telephone: 01536 503503.

You may wish to contact the SEND team directly. You can do this by e-mail: [SENDCo@bishopstopford.com](mailto:SENDCo@bishopstopford.com) or by telephone 01536 503503.

You may wish to contact a member of the safeguarding team directly. You can do this by email: [safeguarding@bishopstopford.com](mailto:safeguarding@bishopstopford.com)

## What types of SEND does the academy provide for?

Bishop Stopford School is a large mainstream secondary academy. Class sizes are approximately 30 and most subjects are taught within mixed ability groupings. Within the reasonable expectations of a mainstream secondary academy, Bishop Stopford School currently provides additional and/or different provision for a range on needs in line with the 'Code of Practice 2014'.

- **Communication and interaction** (e.g. Autism Spectrum Disorder)
- **Cognition and learning** (e.g. Dyslexia, Dyscalculia, Dyspraxia and moderate learning difficulties)
- **Social, emotional and mental health** difficulties (e.g. Attention Deficit Hyperactivity Disorder)
- **Sensory and/or physical needs** (e.g. visual impairments and hearing impairments)

Our academy does not have an Additional Resourced Provision (ARP).

Below is a summary of the data for students with Special Educational Needs at Bishop Stopford School in the current academic year:

SEN Code	Number of Students
Education Health Care Plan (Code E)	21
SEN Support (Code K)	103
Total number of students with SEN (E and K)	124
Total number of students	1455

## Which staff will support my child and what training have they received?

### Mr Simon Smith

#### Assistant Headteacher – strategic oversight of SEND

Mr Smith has strategic oversight of SEND, Personal Social Health and Economic Education (PSHE) and Relationships and Sex Education (RSE), Careers Education Information Advice and Guidance (CEIAG) and parts of the academy's wider curriculum. He has experience of leading highly successful and high-achieving teams in different schools. He represents Special Educational Needs at a senior level and is a member of the Senior Leadership Team.

### Mrs Bianca McGregor

#### SENDCo

Mrs McGregor has over 15 years of experience as a qualified SENDCo. She completed the OCR level 5 Diploma in Teaching Students with Dyslexia/Specific Learning Difficulties and also holds a Level 7 Certificate of Psychometric Testing, Assessment and Access Arrangement (CPT3A). This allows her to assess and make recommendations for students' access arrangements.

Mrs McGregor is also a Designated Safeguarding Lead and holds a Level 3 Safeguarding qualification.

## Subject teachers

Subject teachers and staff undergo a robust recruitment process to ensure they have the right knowledge and skills to work effectively with students. Teachers receive regular SEND training and are supported by the SENDCo, subject leaders and senior leaders to meet the needs of students who have SEND.

Staff also complete specialist SEND training where this is appropriate.

All teachers have access to students' Individual Learning Plans, where a student requires one. These outline the barriers to learning which students with SEND experience, and detail strategies which teachers put in place to overcome these barriers.

Teachers also receive training, monitoring and feedback in a variety of ways to ensure they can deliver high-quality teaching and learning for all students, including those with SEND.

Teachers are also trained in their responsibilities as outlined in the SEND Code of Practice and teacher standards.

## Teaching Assistants (TAs)

We have an experienced team of TAs who are trained to work with students in a variety of ways, including 1:1 support and small groups. They receive training to deliver and monitor interventions and follow designated programmes from external agencies, such as Units of Sound and Social Skills.

TAs receive additional, specialist training as required.

## External agencies and experts

At times, we need to use external services to help offer our students the support that they need. Whenever necessary, we will work with external support services to meet the needs of our students with SEN and to support them and their families.

These include:

- Child and adolescent mental health services (CAMHS)
- Educational Psychologists
- Education Inclusion Partnership Team
- Early Help Assessment Team
- Independent Careers Advisors
- GPs or Community paediatricians
- Health, including Eating Disorder Team,
- Looked after Child Team (Virtual student)
- Occupational Therapists
- Speech and Language Therapists
- School nurses
- Social services and other LA-provided support services
- Counselling services
- Specialist Diagnostic Assessors
- Speech and language therapists
- Voluntary sector organisations

Staff training takes several forms, including in-house training supported by the SENDCo. Identified staff also receive additional specialist training to support their work.

## Training in the current academic year (2025-26):

Training	Provider	Staff	Date
Safeguarding annual update	In-house	All staff	Annually

The Brain and Working Memory (Educational and Professional Studies)	In-House	ECTs, Teaching staff	October 2025
Access All Areas - Belonging, Inclusion, Adaptive Teaching and Learning for all	Nina Jackson, Independent Thinking	Teaching staff and Teaching Assistants	October 2025
Leading for students with SEND	In-House	Subject Leaders	October 2025
Access Arrangement Refresher Training	Communicate-Ed	SEND Leaders	September 2025
Working with students with Special Educational Needs / Additional Provisions	In-House	Teaching staff and Teaching Assistants	September 2025
Great Teaching for students with SEND (Educational and Professional Studies)	In-House	ECTs, Teaching staff	September 2025
Adaptive Teaching (Educational and Professional Studies)	In-House	ECTs, Teaching staff	September 2025

### Training in previous academic years

Training	Provider	Staff	Date
Level 2 Safeguarding Children including Vulnerable Children	The National College	All staff	Annually
Making Reasonable Adjustments for students with SEND	In-House	Teaching staff and Teaching Assistants	September 2024
Ensuring a culture of inclusive, high-quality teaching	In-House	Teaching staff and Teaching Assistants	September 2024
Working effectively as a TA (focused on Retrieval Practice, Formative Assessment and supporting vocabulary development)	In-House	Teaching Assistants	September 2024
Occupational Therapy	Meike Illing-Whitby	Teaching Assistants + available remotely for teaching staff	September 2024
Team Around the Child (TAC) training	In-House	Teachers of specified children	September 2024
Access Arrangement Refresher Training	Communicate-Ed	SEND Leaders	September 2024
Working with students with Social, Emotional and Mental Health (SEMH) needs	In-House	Teaching staff	September 2023
Access Arrangement Refresher Training	Communicate-Ed	SEND Leaders	September 2023
Dyslexia training	In-House	Teaching staff and Teaching Assistants	October 2023
Coaching: supporting with students with SEND	In-House	Teaching staff and Teaching Assistants	October 2023

Working effectively with students with SEND (training for Teaching Assistants)	In-House	Teaching Assistants	November 2023
Using Provision Map (training for SEND Leaders)	TES	SEND Leaders	November 2023
Level 3 Safeguarding (Designated Safeguarding Leads)	A&A Safeguarding in Education	SENDCo	December 2023
We are all teachers of SEND	In-House	Teaching Staff	January 2024

To ensure the quality of provision, we also access a range of support, for example Maplefields School and The Better Together Learning Trust. Additionally, we also commissioned an external review of SEND provision at the academy (November 2023) by a SEND Specialist and were reviewed by OFSTED (April 2024).

## How will the academy adapt its teaching for my child?

We take a 'whole school approach' to Special Educational Needs. Staff are trained to keep an 'invisible spotlight' shining on students with SEND and our approach to adaptive teaching can be summed up in the phrase: *what is essential for some is useful for all*.

We review the quality of teaching for all students regularly and always aim to develop teachers' understanding of the most effective strategies for working with the special educational needs encountered within our context.

Quality-first teaching is our first step in responding to the students who experience SEND. At BSS, we will teach inclusively to meet the needs of all our students. This includes:

- Providing clear timings and prompts
- Scaffolding and supporting tasks
- Using glossaries
- Providing exemplar materials
- Making regular use of Formative Assessment strategies (e.g. questioning, mini-white-boards etc.).
- Strategic seating plans and flexible groupings
- Modelling
- Partner talk / Think-Pair-Share
- Assessment strategies, such as targeted questioning, mini-whiteboards and retrieval activities

We believe that, in nearly all circumstances, the best place for a student to be is in lessons with highly effective, specialist teachers delivering inclusive, quality-first teaching. Therefore, we train and equip teachers to make reasonable adjustments and adaptations to learning where this is required. For example:

- Providing longer processing/thinking time for oral and written responses
- Pre-teaching key vocabulary
- Reading instructions and texts aloud
- Clarifying understanding on a 1:1 basis as students are working
- Offering writing frames / sentence stems
- Prioritising homework tasks so that students who cannot complete the whole task spend time on the most important parts
- Copies of teacher resources / notes where appropriate
- Resources can be provided in various forms, for instance in different fonts, sizes and coloured paper

- Provide learning aids such as word processors, speech-to-text software and exam pens
- Provide student mentors
- Limited access to Teaching Assistants, where appropriate

In discussion with parents, and in certain circumstances, the academy may modify the curriculum for a student. For example, by changing or reducing the lessons students attend for a temporary or longer period.

## What should I do if I think my child has SEND?

In the first instance, it can be helpful to discuss your concerns with your child’s subject teacher if it is subject-specific, or their Head of Year. Where appropriate, the member of staff will discuss your concerns with SENDCo and may make a *referral*. The SENDCo will then explore the concern with you in more detail. You can also contact the SENDCo directly.

If you have any documentation such as medical letters or specialist reports relating to your concern, it is helpful to send them in when contacting the academy. This is to ensure we have a clear understanding of needs and recommendations from external professionals.

As part of the referral process, we will discuss your concerns confidentially with subject teachers and other relevant staff. We will also observe your child in lessons and gather evidence of need. This process in school can be expected to take **8-12 weeks**.

1	2	3	4
<b>Step 1:</b> Tell us about your concerns.	<b>Step 2:</b> We will invite you to discuss your concerns further	<b>Step 3:</b> We will explore and build an evidence-based understanding of need	<b>Step 4:</b> We will decide whether your child needs SEND support
<b>Raise a concern</b>	<b>Assess - Plan</b>	<b>Do - Review</b>	<b>Next steps</b>
<p>If you think your child might have SEND, you should contact the academy to tell us.</p> <p>You can contact your child’s tutor, head of year or subject teacher by e-mail or telephone (01536 503503).</p> <p>Where necessary, your message will be passed on to our SEND Team who will be in touch to discuss your concerns. You can also contact the SEND team directly.</p>	<p>A member of the SEND team will meet with you (in person or virtually/telephone) to discuss your concerns.</p> <p>We will also liaise with your child’s teachers to get a better understanding of your child’s strengths and difficulties across their range of subjects.</p> <p>Together we will decide what outcomes to seek for your child and agree on next steps.</p> <p>We will make a note of what has been discussed and add this to your child’s record. A copy of our notes will be available to you.</p>	<p>Teachers will be asked to use a range of strategies and monitor the impact of these.</p> <p>At this stage, it may be appropriate to repeat this cycle.</p> <p>It is important to understand that this process can take some time – new strategies rarely have an immediate effect.</p>	<p>If your child needs SEND support, we will notify you formally and your child will be added to the academy’s SEND register.</p> <p>A SEND profile will be created for your child which will detail the strategies teachers should use in lessons to support your child’s learning most effectively.</p>

## How will the academy know if my child needs SEND support?

Prior to students joining BSS, our Transition Lead (Head of Year for Year 7) and the SENDCo will collate all available evidence from feeder schools to enable them to consider the needs and required provision for individual students. In some cases, additional information may be sought from external agencies and through observations.

If necessary, we will also consult with parents and students to ensure that we have a robust picture of need prior to enrolment.

In the Summer term, we hold an assessment morning for our new students. The standardised data collected on this day allows us to gain a better understanding of each student's learning profile and to plan for their arrival. It is not an admission test.

All information gathered is compiled to form an electronic profile for students with SEND and forms part of their Individual Learning Plans (ILP).

All of our teachers are teachers of SEND and are vigilant for students who aren't making the expected level of progress academically or socially. They make regular assessments of progress for all students and identify students whose progress:

- is significantly slower than that of their peers starting at the same baseline
- fails to match or better their child's previous rate of progress
- fails to close the attainment gap between them and their peers
- widens the attainment gap

Slow progress and low attainment will not automatically mean a student has SEND. If a teacher notices that a student is falling behind, they will utilise appropriate inclusive teaching strategies and resources within their classroom to support the student's learning. Students who do not have SEND usually make progress quickly once the gap in their learning has been filled.

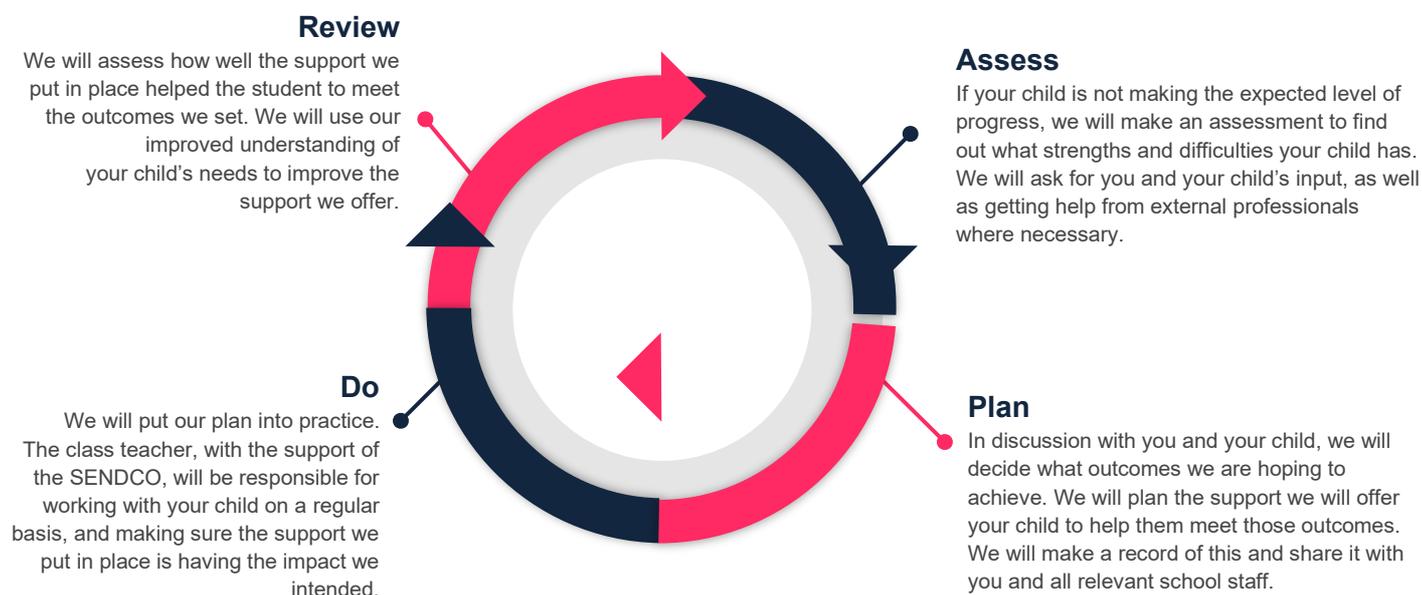
If a student is still struggling to make expected progress despite the teacher's support, the teacher will liaise with the SENDCo. The SENDCo will explore the student's areas of concern along with all available data. They will have discussions with the student's teacher(s), to explore potential issues or changes in their progress, attainment, attendance and/or behaviour.

There will be close liaison with the student and you as a parent to ensure that all views and wishes are considered. We will also consider, review and act upon advice following new, recent or amended diagnosis from health care or other professionals.

In-year admissions will follow the same principles for transition as Year 7 students.

## How will the academy measure my child's progress?

BSS follow the 'Graduated Approach' and the four-part cycle of Assess, Plan, Do, Review.



The review is student-led and involves reviewing targets and setting new targets.

Subject teachers will work with the SEND team to carry out a clear analysis of the student's needs. This will include:

- The teacher's assessment and experience of the student
- Their previous progress, attainment, behaviour and attendance data
- The views and experiences of parent/carers
- The student's own views
- Advice from external agencies and support service if relevant.

We will track your child's progress towards the outcomes we set over time and adapt our offer as we learn what your child responds to best. As part of the planning stage of the graduated approach, we will establish specific outcomes for your child to work towards achieving.

Whenever we run an intervention with your child, we will assess them before the intervention begins ('baseline assessment') and at the end of the assessment (graduation assessment). We do this to evaluate the effectiveness of the intervention and to consider our next steps. This process is continuous.

If the review shows your child has made progress, they may no longer need the additional provision made through SEND support and, after careful review and discussion with parents, will be removed from the SEND register. For others, the cycle will continue, and their targets, strategies and provisions will be revisited and refined.

Not all students who have interventions will be placed on the SEND register.

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

The academy is responsive to the concerns and observations of parents and the students themselves.

We work in partnership with parents and students to provide an education of the highest quality. We recognise that the support and encouragement of parents is particularly important and is often the crucial factor in achieving successful outcomes for your child.

We aim to ensure parents are supported and informed through early discussions with the students and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the student
- Everyone is clear what the next steps are.

Notes of these early discussions will be added to the student's record and shared with their parents. The results of any testing undertaken will be communicated to the students and parents and added to the student's record. Parents will be invited to attend a meeting to discuss the results if necessary.

We will formally notify parents if students are added to the SEND register.

For parents and carers of students with EHCPs there will be:

- Regular contact from key staff and termly progress updates
- Invitations to attend Annual Review meetings
- Regular discussions in relation to your child's progress, targets and outcomes
- Opportunities for all to share their views.

## **How will the academy secure resources for my child?**

To support your child's needs and their progress, we may need to secure additional funding for:

- Extra equipment, resources or facilities
- Teaching assistant hours
- Training for our staff
- External specialist expertise.

If additional funding is required, the SENDCo will consult you and the appropriate external agencies. Where additional funding over and above the notional budget (the amount we set aside from our budget to support students with SEND) is required, we will apply for this through the usual the local authority channels.

## **How will the academy make sure my child is included in activities alongside students who don't have SEND?**

All students are educated in mainstream classes in line with the inclusive ethos of the academy. All students are encouraged to participate in our extra-curricular activities. All academy visits and extra-curricular activities are available to all students, including after-school clubs and break and lunchtime activities and enrichments such as House Sports Games, music and theatre performances, enrichment activities and community events. All students are encouraged and supported to go on our school trips, including our non-curricular activities and residential trips.

No student is ever excluded from taking part in these activities because of their special educational need or disability. Where necessary, we will make the reasonable adjustments needed to ensure that they can be included. Further details can be found in our Admissions Policy, Accessibility Policy and SEND Policy.

## **How does the academy make sure the admissions process is fair for students with SEN or a disability?**

A copy of our Admissions Policy is available on the academy website. We will not discriminate against students in respect of admissions for a reason related to protected characteristics (Equality Act 2010).

## **How does the academy support students with disabilities?**

A copy of the Accessibility Plan is available on the academy website.

## **How will the academy support my child's mental health and emotional and social development?**

We are supported by the School Nurse Team and the Mental Health Support Team (MHST), both of which are NHS provisions. Students can access confidential advice related to health and well-being. Students may also benefit from the support of expert external organisations, such as *Souster Youth* and Youth Works, which offer a range of support services for psychological wellbeing.

Where staff are concerned about a student's learning or progress, they use the academy support systems and raise referrals to relevant staff. Concerns are discussed by an experienced team, which includes the SENDCO, Designated Teacher for Looked after Children and the Designated Safeguarding Leads (DSL). Reasonable adjustments and adaptations are made to classroom environments and provisions to ensure that all students – including those with long-term health care needs, SEMH needs or temporary injuries – can access the wider curriculum. This includes external school activities and extra-curricular activities.

Where necessary, individual risk assessments are completed and a referral to external agencies where required.

Some students benefit from structured social skills groups and activities during break and lunchtime to support the development of social skills and self-regulation. This equips them to recognise risks and needs as they arise, including those relating to mental health and emotional development. They also learn how to respond to these concerns and how to report them.

Students have access to a range of support including our admin teams, subject teachers, form tutors, teaching assistants, the chaplain, the heads of year team and the senior leadership team. Students are encouraged to understand that they can talk to any adult in the academy, and we ensure that all students are able to name at least one 'trusted adult' in the academy. We also have systems of peer mentoring, usually involving Sixth Form students as mentors.

## **What support will be available for my child as they transition between classes or setting or in preparing for adulthood?**

### **Moving to Secondary school**

The SENDCO/class teacher at the primary school meets with our SENDCO to discuss the needs of the incoming students near the end of the summer term.

Where there are identified concerns, we liaise in more detail with schools, parents and external agencies to ensure a smooth transition to our community.

Our induction programme includes 2 transition days for all Year 6 students, with further time offered to students with SEND where appropriate.

In addition, Year 9 and Year 11 transitional reviews are completed for students with an Educational Health and Care Plan. Students have the opportunity to meet with the Careers Advisor to complete the 'Preparation for the Future' paperwork and discuss their future aspirations with their keyworkers.

The academy also liaises with the Local Authority and educational establishments to support parents in accessing external services which may be needed post-16. This is vital to support the successful transition of students.

### **Post-16**

Our pastoral programmes and independent careers advisor support all students in looking at GCSE options, careers and post-16 and post-18 transition while encompassing all other aspects of social and emotional development. We work with the student to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

## **What support is in place for looked-after and previously looked-after children with SEND?**

The academy's designated teacher for looked after children will work with our SENDCo, to make sure that all teachers understand how a looked-after or previously looked-after student's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after students will also have a Personal Education Plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

## **What should I do if I have a complaint about my child's SEN support provided by academy?**

All concerns will be listened to. Unless a concern relates to the SENDCo, the most appropriate first contact will be the SENDCo.

Complaints about SEND provision must be made in line with our complaints procedure, available on our website.

## What support is available for me and my family?

If you have questions about SEND, or are finding it challenging to cope, please get in touch to let us know. We want to support you, your child and your family.

Other support is also available to you locally. Have a look at Northamptonshire's local offer. Northamptonshire County Council publishes information about the local offer on their website:

[North Northamptonshire SEND Local Offer](#)

IASS: Northamptonshire's Information and Advice and Support Service is a statutory service which is run at 'arm's length' from the Local Authority and provides free, confidential, impartial advice, guidance and support to children and young people with Special Educational Needs and Disabilities, and their parents.

Our local special educational needs and disabilities information advice and support services is IASS:

[SEND Information Advice Support Service | North Northamptonshire Council \(northnorthants.gov.uk\)](#)

The SEND Support Service offers advice and support to children, young people, families, carers and a range of educational establishments for children with special educational needs and/or autism, aged 0 to 19 years.

[Specialist SEND support services | North Northamptonshire Council \(northnorthants.gov.uk\)](#)

National charities which offer information and support to families of children with special educational needs and disabilities include:

Action for Children [Action For Children | Children's charity | For safe and happy childhoods](#)

Action on Hearing Loss [RNID - National hearing loss charity](#)

ADHD Foundation [Home - ADHD Foundation : ADHD Foundation](#)

Autism Education Trust [Autism Education Trust](#)

British Dyslexia Association <https://www.bdadyslexia.org.uk/>

Childline [Childline | Childline](#)

Dyscalculia Association [The Dyscalculia Association - Understanding Maths Difficulties. Training and Diagnosis.](#)

Dyspraxia [Home \(dyspraxiafoundation.org.uk\)](#)

Living with ADHD [Home | ADHD advice for teenagers, parents and teachers | Living with ADHD \(janssenwithme.co.uk\)](#)

Mental Health: Kooth [Home - Kooth](#)

National Autistic Society <https://www.autism.org.uk/>

RNIB [RNIB | Homepage of the Royal National Institute of Blind People](#)

The Children's Trust [Contact the Children's Trust | North Northamptonshire Council \(northnorthants.gov.uk\)](#)

Tourettes Action [Tourettes Action \(tourettes-action.org.uk\)](#)

Young Minds [YoungMinds | Mental Health Charity For Children And Young People | YoungMinds](#)

**Parent guides:** [Bishop Stopford School - Parent Guides](#)

- How to support my child with learning:
- What are Special Educational Needs
- Securing a diagnosis
- Access Arrangements