



SEND Information Report – 2025 – 2026

Thank you for taking the time to look at this report. Our Information Report hopes to answer questions you may have regarding how we will cater for your child's special educational needs.

What kinds of Special Educational needs does Medeshamstede Academy make provision for?

Medeshamstede Academy is a special school for the age range of 4 – 16 years. All students have an Education, Health and Care Plan (EHCP) where communication and interaction is their main presenting need. All students have a diagnosis of Autism. Students may have additional needs associated with autism, including sensory and physical and cognition and learning needs.

Admission Arrangements

Admission arrangements are through consultation with Peterborough LA and the provision panel. Places will usually be taken up at the start of the academic year. However, if a place is available, it may be taken up at any time of year.

Prior to naming Medeshamstede in the EHCP, the LA will have consulted fully with the Academy in line with their statutory obligations. The principal will consider the following in responding to the LA's request for a placement:

- The Academy is suitable for the child's age, ability, aptitude and special educational needs
- The child's placement in the Academy would be compatible with the efficient education of the other children with whom the child would be educated
- The placement is an efficient use of resources
- Parents have expressed a preference for the Academy (or in cases of dispute between parents and the LA, the LA intends to name the Academy on the EHCP)
- The child has an EHCP indicating ASD as the primary need

Transition Arrangements

New students receive a personalised transition plan to support them. This begins with a visit to look around the Academy where the student will meet their class teacher, peers and support staff. Social stories and visual supports help new students in preparing for starting their new school. Students will also receive an induction pack with key information about the Academy, policies, and other important information.

A transition meeting is held with parents/carers and the child to share further information we need to know. Other professionals may also attend the transition meeting.

Provision is delivered at a pace that does not overwhelm, as we understand that students are coping with change and transition.

In the first 6 weeks of starting, students may attend part time. This allows them to settle well and manage any anxiety at their own pace. The transition leader liaises with parents frequently and will plan for next steps with parents and the child in building up to full time attendance in school after the first half term.

How does Medeshamstede Academy identify and assess student's needs?

Students arrive at Medeshamstede Academy following a programme of transition. Within this process needs are identified in conjunction with previous provision, parents/carers and the Education, Health and Care Plan. Students undertake a series of baseline assessments so that teachers can plan to meet their individual needs.

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How does the Medeshamstede Academy evaluate the effectiveness of provision?

In brief, we use the following information to help us monitor the progress of students:

Analysis of Student Performance Data

- Termly progress and attainment data
- % achieving end of key stage targets, or making at least expected progress towards these targets
- Number of behaviour incidents (L1,2 and 3)
- Number of exclusions
- Attendance
- Lesson observations
- Feedback from teachers, support staff, parents and students
- Comparisons with national data – where available

Quality First Teaching and Quality Assurance

- Observations of academy lessons to identify evidence that training has had an impact
- Staff training evaluations
- Observations of students across different subjects to check use of strategies and student engagement
- Observations of interventions
- Observations of support staff in lessons to ensure that it is effective, benefitting student progress and of good quality

Communication of Student Needs

- Communicate individual pupil needs through whole school INSET, staff briefings and meetings
- Provide detailed student profiles during the transition period
- Individual Learning Plans (ILP's) and Positive Behaviour Support Plans (PBSP's) updated at least termly or more frequently if needed.
- Where relevant, share student and parent views, wishes and concerns with staff
- Monitoring and triangulation of individual PBSP's, EHC plans, ILP's and student's current needs.

What are the arrangements for assessing and reviewing the progress of children with SEND?

Formal meetings are held regularly throughout the academic year to monitor each student's progress. These meetings are:

- Annual Review/Transition Review – held once per year to identify progress towards EHCP outcomes.
- Interim Review – an interim review may be required if there has been a change in the student's needs.
- Internal Progress Meetings – Held between the teacher and a senior leader, review learning and progress made.
- Parent/Teacher Progress Meetings – held for parents to meet with their child's teacher, review learning and update ILP targets and PBSP's as appropriate.

The Academy works closely with external agencies where appropriate to support the needs of students.

What are the approaches to teaching children with SEND?

Through regular whole school meetings and information sharing systems, every student's needs are shared and understood. Discussions take place to identify successful strategies thus creating a consistent approach to your child's needs.

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Learning Mentors and Learning Support Assistants support teaching groups and lead interventions as directed by the class teacher/SENCo. Students will be taught in a whole class environment with small groups and 1:1 intervention where necessary. Class sizes are small with 8 -10 students in a class.

All lesson planning, both medium term and short term is contextualised within each class to take into account learning styles, interests and preferred learning methods. The curriculum is regularly reviewed to meet the individual needs of students at Medeshamstede Academy. Our aim is to provide a broad, challenging and varied curriculum, which provides the opportunity for individual learning both inside and outside the classroom, along with links to vocational experiences and the wider community.

Medeshamstede Academy may be supported by Speech and Language Therapists, Occupational Therapists, Educational Psychologists, the School Nurse and specialist teacher advisers where and when appropriate.

What adaptations are made to the curriculum and the learning environment?

As much as possible, students will have full access to the National Curriculum, though at times small group teaching, one to one sessions or alternative provision might be provided if this better suits the learning needs of the student.

Purple Oaks Academy can provide, if necessary:

- Literacy intervention programmes
- Numeracy intervention programmes
- Social and emotional interventions e.g. Zones of Regulation, Protective Behaviours, interception
- ELSA (Emotional Literacy Support Assistant) Intervention
- Sensory balancing interventions e.g. Sensory Circuits, Relaxation
- Emotional and/or academic mentoring
- Specific subject interventions targeted around achievement and progress.
- A personalised curriculum for students with specific strengths and difficulties

The type of support is dependent on the individual learning needs and is intended to enable access to learning by overcoming the barrier to learning which has been identified. A range of equipment is used at Medeshamstede Academy by groups or individuals to aid equal access to the curriculum.

The learning environment at Medeshamstede Academy has been carefully considered to meet the needs of our students. Teachers and Senior Leaders regularly review the learning environment to ensure it meets the sensory needs of our students – this includes ensuring that classrooms are as clutter free as possible, that walls are free from visual distractions and that outside noise is kept to a minimum in line with the TEACCH theory of good Autism practice. Students are encouraged to undertake sensory regulating activities and sensory tools are available in all classrooms.

Are children with SEND able to access extra-curricular activities and physical activities?

At Medeshamstede Academy, every student has the opportunity to access off-site educational visits, including an annual residential visit for our older students. No student is excluded from activities at Medeshamstede Academy – unless a risk assessment deems that it is unsafe for them to take part.

Lunchtime School Clubs are offered throughout the week. There is a range of clubs open to students of different age groups including sports/games, art, computing and soft play.

All students take part in Enrichment activities throughout the year; there are a range of opportunities available including swimming, Duke of Edinburgh, 'out and about' in the local community activities and reward trips to name but a few.

Physical activity is planned for all students including traditional PE lessons led by a PE teacher, sensory circuit activities and sports clubs. Students may also have the opportunity to participate in sports competitions at inter-school level as well as the academy's annual sports day

What support is there for my child's overall well-being and development?

Pastoral Support: students have access to talk to their preferred adult, teacher, learning mentor or learning support assistant. If they do not feel able to raise their concerns face to face then there is a 'worry box' for younger students and a QR code for older students that they can scan and complete the form and one of the pastoral team can then speak to them about their worry. Specific students can also access targeted support from one of our trained Emotional Literacy Support Assistants. As a school we would rather be pro-active than reactive and work closely with the MHST (Mental Health Support Team) to try to pre-empt low level anxiety and mental health concerns to try to avoid the student needing CAMHS intervention. We also work closely with CAMHS, child and adolescent mental health services, if your child needs that level of support.

Preventing Bullying: Medeshamstede Academy provides clear expectations for behaviour including a zero-tolerance approach to bullying behaviours. The PHSE curriculum regularly addresses anti-bullying and this is also a focus of assembly themes during the year when we participate in anti-bullying week and safer internet day.

Personal care: Staff at Medeshamstede Academy are proactive in supporting students with their own personal care and hygiene. Staff help students with toileting needs; this includes working closely with parents to facilitate potty training to supporting students with incontinence. Staff, where necessary, will support students with any personal hygiene issues, including advising them of the need to shower, the use of personal hygiene products and supporting with differentiated visuals. With regards to eating, staff support children with cutlery skills, trying new foods and supporting children in accessing a balanced and healthy diet.

We work closely with external agencies, other schools and the Local Authority. Bursting with Potential are commissioned to work with our student weekly providing Speech Language and Occupational Therapy support. We also work closely with Social Care and the Children's Disability Team.

What specialist services and expertise are available at, or accessed by the academy?

We work closely with a range of services to support your child's needs, including Occupational Therapy, Speech and Language Therapy, Educational Psychology Services and CAMHS.

What training is provided to staff for supporting student specific special educational needs?

All staff receive on-going training, including in all aspects of Child Protection and Safeguarding. Each year we have a targeted continued professional development programme based on the needs of the staff group, cohort of pupils and developmental priorities of the academy.

All of our teachers have Qualified Teacher Status (QTS).

How does Medeshamstede Academy work with parents and carers?

We hope to meet new parents at the stage when you are deciding which school is your preferred choice for your child. When a decision has been made and a place has been provided, we hold a new parents' evening prior to your child starting our academy if they are joining at the start of the academic year or an individual meeting if the transition is taking place at another point in the year. Parents are invited to arrange a visit with their child, prior to them transferring here.

Within our Home School Agreement you will note our intention to ensure regular contact between with parents and carers so they know how well their child is doing at school and what they are learning each term. Below is further information detailing what this will look like and request we ask parents and carers to follow with certain information sharing.

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As an academy we will provide...

- Daily updates regarding your child's day at school through dojo.
- Curriculum information, regarding the terms learning, available on the website and shared via dojo.
- Termly parent and carer coffee morning.
- 2 parent and carer evenings (Term 1 October and Term 4 March).
- Annual EHCP review meeting (on-site or via Microsoft Teams).
- 3 learning assessment reports acknowledging your child's progress towards set educational targets.
- An annual end of year report.

Inclusion of Child Looked After students in Local Authority Care.

Medeshamstede Academy recognises that Children Looked After in the Local Authority care has the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.

There are commonly understood reasons (Social Exclusion Unit Report 2003) why children who are looked after in local authority care often fail to make expected progress at school (this applies equally to pupils with severe, profound and multiple learning difficulties).

- Placement instability
- Unsatisfactory educational experiences of many carers
- Too much time out of school
- Insufficient help if they fall behind
- Unmet needs – emotional, mental, physical

There is a statutory requirement for all schools to have a designated teacher (DT) for Children Looked After. The designated teacher for Medeshamstede Academy is Mrs Rhiannon Chagger, who can be contacted via the academy off or by email – rchagger@medeshatedeacademy.org.

The responsibilities of our designated teacher include:

- Monitoring the progress of children who are “looked after” to ensure they have the best life chances possible and access to the full range of opportunities in school
- Ensuring that children who are “looked after” have access to the appropriate network of support
- Checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
- Ensuring that information concerning the education of children who are “looked after” is transferred between agencies and individuals
- Preparing a report on the child's educational progress to contribute towards the statutory review (these are usually held at six monthly intervals or more frequently if there is a concern)
- Discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team
- Liaising with the child's Social Worker to ensure there is effective communication at all times
- Celebrating the child's successes and acknowledging the progress they are making.

Medeshamstede Academy will work closely with the county's Virtual School (VS) for Children which promotes the educational needs of Children Looked After and monitors admissions, PEP completion, attendance and exclusions.

What are the arrangements in place for consulting children and young people?

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The children are involved in the running of the academy through the Academy Council. We hold regular student discussions whereby students are encouraged to air their views about life in the academy, give their opinion on key issues to help us make appropriate decisions and help us know how we can adapt our practices to improve students' experiences. Students are also supported to complete annual questionnaires to gather their views.

As part of the annual review process all students complete a 'my views' document and, where possible, they are also involved in setting and discussing their own targets. Students are always invited and encouraged to attend their annual review.

There are annual opportunities for parents to complete a questionnaire to share their views of the academy.

What is the name and contact details of the SENDCo?

Mr Matthew Bloodworth-Flatt, Principal is our SENDCo and he can be contacted via the academy office or by email mbloodworth-flatt@medeshamstedeacademy.org. Additional Louisa Mart EHCP Lead can be contacted to discuss particulars of a student's EHCP and the support they are receiving – lmart@medeshamstedeacademy.org.

What should I do if I have a complaint?

Parents who have a concern regarding the provision for their child's SEND should contact their child's teacher in the first instance. Concerns should be raised at the earliest opportunity so that they do not escalate. Should you remain dissatisfied your specific concerns should be addressed to the phase Assistant Principal (Mrs Becky Houghton (Primary) or Mrs Toni Charlton (Secondary)) and, if they remain unresolved, the Principal, Mr Matthew Bloodworth-Flatt.

If you are still unhappy the academy **Education Director – Special Academies**, Gayle Bacon, should be contacted, and a meeting arranged.

What is the Local Offer?

Information about the SEND Local Offer can be found [here](#)