

# Joyce Frankland Academy, Newport

## SEND Information Report: 2025-2026



### What is our vision?

At Joyce Frankland Academy, Newport, we believe everyone belongs. Guided by our core values of Aspiration, Respect and Responsibility, we are committed to creating an inclusive environment where every young person is known, valued and empowered to succeed. We work to understand each student's unique strengths and needs, enabling them to access the curriculum, achieve their goals and pursue their aspirations with confidence. We celebrate achievement in all its forms, academic, creative, personal and social, and recognise the many ways our students grow and contribute to our community. In partnership with families and the wider community, we continue to nurture a culture where every child thrives, honouring Dame Joyce Frankland's legacy by inspiring learners to shape a better future and make a positive difference in the world.

This SEND information report should be read in conjunction with Academy SEND policy and the Local Offer which is a resource developed by Essex County Council to signpost services, support and provision for children and young people with SEND and their families in the local area.

[Essex County Council: Special Educational Needs and Disabilities \(SEND\) | Essex Local Offer](#)

### What is the purpose of this document?

The purpose of this document is to inform parents and carers about:

- How we welcome students with SEND into our Academy community
- How we support them in all aspects of school life
- How we strive to remove barriers to achievement
- How we work in close partnership with parents/carers, other professionals/agencies and with the students themselves.

### What are special educational needs and disabilities?

"Children are deemed as having special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child has a learning difficulty if:

- they have a significantly greater difficulty in learning than the majority of others of the same age;
- they have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or post-16 institutions."

*Section 20 of The Children and Families Act 2014*

"A person has a disability...if he/she has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day to day activities."

*Section 6 (1) of The Equality Act 2010*

SEND is categorised in four broad areas of need and support:

- **Cognition and Learning:** which includes moderate and severe learning needs including global learning delay and specific learning needs, including Dyslexia, Dyspraxia and Dyscalculia
- **Communication and Interaction:** which includes speech language and communication needs, Autism Spectrum conditions

- **Social, Emotional and Mental Health:** which includes difficulties with poor mental health and wellbeing including anxiety and depression, difficulties with regulating and managing emotions, disorders such as ADD, ADHD, ODD, PDA or attachment disorder
- **Sensory and Physical:** which includes physical disability, vision, hearing or multisensory impairment

Many students have learning difficulties that fit clearly into one of these areas, whereas some have needs that span multiple areas.

Special Education is where students with SEND require education/training which is different or additional to that made generally for other students of the same age by mainstream settings in order for them to make progress and experience success.

### Who do we currently support at Joyce Frankland Academy?

The Learning Support Team currently support students with needs in all four of the outlined SEND categories. Our students have a wide range of needs including Autism, mild/moderate physical impairment, specific learning difficulties, severe and persistent literacy difficulties, SEMH, moderate hearing impairment and global learning delay. We also work alongside the Pastoral Team and Inclusion Manager to support students with a range of mental health needs as well as medical conditions.

The numbers of students we currently support and monitor are:

Year	Total	SEN Support	%	EHCP	%	Total	% SEND
7	123	30	24.4	5	4	34	28.4
8	159	32	20.4	2	1.3	34	21.7
9	175	24	13.3	3	1.7	27	11.1
10	183	25	13.3	5	2.7	30	16.0
11	199	21	10.4	1	0.5	25	14.0
13	24	1	4	0	0	1	4
<b>Total</b>	<b>863</b>	<b>142</b>	<b>16.45</b>	<b>18</b>	<b>2</b>	<b>160</b>	<b>18.45</b>

#### SEND Support (K) Category of need

Year	SpLD	SEMH	ASC	PD	VI	SLCN	HI	MLD	N/A
7	18	15				6		1	
8	13	16	3	1				6	1
9	9	14	4	1	1	1			2
10	15	16	3	1		3			
11	14	11	3	1		3	2		
13	1		1						
<b>Total</b>	<b>70</b>	<b>72</b>	<b>14</b>	<b>4</b>	<b>1</b>	<b>13</b>	<b>2</b>	<b>7</b>	<b>3</b>

#### SEND EHCP Category of need

Year	SpLD	SEMH	ASC	PD	VI	SLCN	HI	MLD
7	1	4	2	1				
8	1		1	1				
9		2	1		1	1		
10	5	4	2	1				1
11		1						
13								
<b>Total</b>	<b>7</b>	<b>11</b>	<b>6</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>

	SpLD	SEMH	ASC	PD	VI	SLCN	HI	MLD
<b>Overall Total =</b>	<b>77</b>	<b>83</b>	<b>20</b>	<b>7</b>	<b>2</b>	<b>14</b>	<b>2</b>	<b>8</b>
<b>% of SEN</b>	<b>48.12</b>	<b>51.87</b>	<b>12.5</b>	<b>4.37</b>	<b>1.25</b>	<b>8.75</b>	<b>1.25</b>	<b>5</b>

(Figures correct as of 04/12/2025)

## **Who is involved with supporting students with SEND at Joyce Frankland Academy?**

Mrs Daveta, SENDCo is responsible for overseeing the SEND provision at the Academy and can be contacted on [kdaveta@joycefrankland.org](mailto:kdaveta@joycefrankland.org)

Mrs Daveta is supported by Mrs Apostolou, SEND Administrator, who can be contacted on [capostolou@joycefrankland.org](mailto:capostolou@joycefrankland.org) and Mrs Lewis, Deputy SENDCo, who can be contacted on [klewis@joycefrankland.org](mailto:klewis@joycefrankland.org)

The Learning Support Team currently comprises one Lead Teaching Assistant and seven Teaching Assistants:

Ms Todd	<a href="mailto:stoddwickens@joycefrankland.org">stoddwickens@joycefrankland.org</a>
Mrs McLean	<a href="mailto:tmclean@joycefrankland.org">tmclean@joycefrankland.org</a>
Ms Garay	<a href="mailto:mgaray@joycefrankland.org">mgaray@joycefrankland.org</a>
Mrs Abrahams	<a href="mailto:cabrahams@joycefrankland.org">cabrahams@joycefrankland.org</a>
Miss Combe	<a href="mailto:acombe@joycefrankland.org">acombe@joycefrankland.org</a>
Mr Stanford	<a href="mailto:tstanford@joycefrankland.org">tstanford@joycefrankland.org</a>
Ms Talbot	<a href="mailto:stalbot@joycefrankland.org">stalbot@joycefrankland.org</a>

The SEND Code of Practice (2014) highlights the professional responsibility of all teachers to meet the needs of students with SEND and as such parents/carers are encouraged to raise any subject specific or pastoral matters requiring attention directly with relevant subject teachers or with their child's form tutor in the first instance.

Contact details for all Academy staff can be located on the Academy website and are all in the format of 'first initialsurname@joycefrankland.org i.e. Mrs Daveta = [kdaveta@joycefrankland.org](mailto:kdaveta@joycefrankland.org)

## **What training and expertise do Academy staff have?**

The SENDCo regularly attends SEND network meetings held by the Anglian Learning Trust and the Local Authority, sharing and applying relevant information, interventions, and actions as appropriate, while also strategically leading the development of SEND provision at the Academy. The Deputy SENDCo is currently undertaking the NPQ SEND qualification.

Members of the Learning Support Team have received training across a broad range of areas, including severe and persistent literacy difficulties, specific learning difficulties, Autism, Speech, Language and Communication needs, Emotional Health and Wellbeing, emotional literacy, Mental Health, First Aid, Attention Deficit Hyperactivity Disorder, invigilation, and mentoring skills. In addition, the SEND Administrator has completed specialised training focused on SEND administration.

The SENDCo supports the programme for staff development across the whole Academy through quality assurance of Teaching and Learning, in particular, High-Quality Teaching which features comprehensively in the annual programme of CPL at the Academy. To ensure the quality of teaching and learning for our students with SEND meets their needs, we have launched our 'meeting the needs' strategy and the Education Endowment Foundations 'Five a Day' to improve SEND outcomes.

## **How are students with SEND identified at Joyce Frankland Academy?**

Whether a pupil joins the Academy as part of a new Year 7 Cohort or as a mid-year admission later into their educational journey, key information is shared and gathered at the point of transition.

This includes:

- Liaison with previous school to discuss current level of support upon transition

- Liaison with parents/carers
- Liaison with outside agencies who support a student
- Liaison with County in the case of students with existing EHCPs
- Analysis of any SEND support documentation including EP and other specialist reports, IEPs/Pupil Passports etc
- KS2 SATS data
- CATS and NGRT testing
- For mid-year admissions, current KS3/KS4 attainment levels

Students' learning difficulties may at times be identified later in their school journey through regular data collection and ongoing monitoring by class teachers, the Learning Support Team, and the Pastoral Team. A robust referral system is in place to raise concerns, ensuring timely identification and monitoring of students who may require additional support and/or intervention. Similarly, if a parent or carer believes their child may have a special educational need, they are encouraged to contact the SEND Administrator, who will triage the concern to the appropriate member of staff. Where necessary, further assessment may be conducted internally or referrals made to relevant external agencies.

### What provision is available for students with SEND at Joyce Frankland Academy?

<b>Stage 1 of the Graduated Approach to SEND Support: High Quality Teaching</b>			
High-quality teaching offers a consistent and challenging learning environment, with appropriate adaptations and personalisation to meet the needs of all students. As such, it is the cornerstone of our provision.			
<b>Students with SEND may access the following provision as part of stages 2 &amp; 3 of the graduated approach. Provision varies and is based on individual/group needs.</b>			
<b>Communication and interaction</b>	<b>Cognition and learning</b>	<b>Social, mental and emotional health</b>	<b>Sensory and/or physical</b>
Key Worker support	Key Worker support	Key Worker support	Key Worker support
Small group teambuilding/social skills.	In class TAs to support with differentiation	Small group teambuilding/social skills	School liaison with Occupational Therapy teams working with the student.
1:1/small group speech and language	Small group/1:1 withdrawal groups for additional literacy/ numeracy support with a focus on pre and overlearning as well as key skill development	1:1 mentoring	School liaison with Physiotherapy teams working with the student.
External Support from Speech and Language Therapist	Access to reading pens, laptops and computer readers for KS4 mock and formal examinations.	1:1 Counselling	Specific Equipment (lifts/hoists etc.)
Exams Access Arrangements	Targeted Interventions which may include:	Pastoral Team support	Access to a Sensory Room in The Hive
	- Precision teaching	Access to 'The Hive'	Adaptation of teaching resources where needed, including the use of ICT and accessible equipment and assistive technologies. (with
	- Self-regulated strategy development	Access to Learning Support as a quiet place at breaks and lunchtimes.	
		Targeted SEMH Interventions which may include:	
		- Anger or stress management	
		- Exam Stress	
		- Risk Avert	

	<ul style="list-style-type: none"> <li>- Paired writing</li> <li>- Paired reading</li> </ul> Homework/Library Clubs KS4 Study Support Option Exams Access Arrangements	Exams Access Arrangements	support from outside Specialists)  Access to the medical room as needed  Exams Access Arrangements
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*(for further information about the stages of support, consult the SEND Policy)*

## How accessible is the Academy site?

The Academy works hard to ensure that no pupil is disadvantaged in terms of facilities and equipment dependent upon need. To ensure that we achieve this goal, where there is an identified need, we work closely with outside professionals such as specialist teachers, occupational therapy and specialist nursing teams.

Our site accessibility arrangements include:

- Ramps
- Disabled Toilet facilities
- Lifts
- Modified furniture – arranged through the Specialist Teacher Service at the Local Authority.
- Hoists
- Specialist PE Equipment

For further details, please consult our Accessibility Plan which can be located on the Academy website.

## How can examinations be made more accessible to students with SEND?

For public exams, Exam Access Arrangements may be put in place for students who meet the Joint Council for Qualifications' criteria. Access Arrangements include the use of a reader, scribe, laptop, rest breaks or extra time. Assessments are carried out by the Academy's Inclusion Consultant and applications to the exam boards are made by the SENDCo and processed by the Academy's Exams Officer.

Students may be referred for formal Access Arrangements assessments towards the end of Year 9 or the beginning of Year 10 to ensure that the most appropriate arrangements are in place as they begin their GCSE studies. Access Arrangements are granted only when they reflect the student's 'normal way of working,' and when approved standardised assessments, conducted by the qualified assessor, provide sufficient evidence to support the application. Consent from both students and parents/carers will be sought before any requests are made to the exam boards.

## How does the Academy evaluate the effectiveness of its SEND provision?

As an Academy, we believe that regular monitoring and evaluation is vital to ensure effective SEND provision. The progress of students is regularly assessed and reviewed in order to determine the effectiveness of High-Quality Teaching for students with SEND and also the effectiveness of any additional intervention programs. We do this in several ways including:

- Monitoring the procedures for the identification and assessment and the effectiveness of Assess, Plan, Do, Review cycles.
- Regular learning walks
- Analysis of the attainment and progress of different groups of students with SEND

- Monitoring of EHCP outcomes (in particular at in-depth Annual Review Meetings)
- The views of parents and Students
- Monitoring visits by the SEND governor
- Scrutiny of the effectiveness of interventions; monitoring progress through reading, writing and spelling standard scores updates at appropriate intervals etc.
- Ongoing collection of feedback from teachers.
- Annual SEND Blueprint enquiries carried out by Anglian Learning Trust's Inclusion Lead.

### **How do we consult with students with SEND and involve them in their education?**

In line with the SEND Code of Practice (2014), students at Joyce Frankland Academy, can expect to be fully involved in decisions that are made regarding their education and needs. This is accommodated via the person-centred Assess, Plan, Do, Review (APDR) as a key part of the graduated approach to SEND support. The APDR cycle helps to inform future interventions as well as map success and areas for development, and begins with a commitment to developing any action plans in line with their hopes, dreams and aspirations.

All students on the SEND register both at EHCP and SEND Support level have a personalised APDR record which is shared via Provision Mapping (Edukey) with all relevant Academy staff as well as parents/carers. These records are reviewed termly with individual students as a key part of the person-centred approach to SEND support provision. All students are involved in planning and termly reviews and updates of their plan and their views and opinions are a key feature throughout the process.

Students on the SEND register are allocated a named key worker to act as an advocate and mentor to the pupil and inform their personalised APDR plan. All students are encouraged to actively engage in this process so that their views can be heard. For most students, this key worker is a member of the Learning Support team, Student Support Officer, the Head of Year or a member of the Senior Leadership Team.

### **How do we consult with parents/carers of students with SEND and involve them in their child's education?**

We are committed to maintaining open and transparent communication and consultation with parents and carers. The SENDCo and members of the Learning Support team are available to speak with parents and carers by phone or in person, either during parents' evenings, statutory review meetings, or as needed. Email is also an effective communication tool, offering clear and referable documentation. During periodic reviews of APDR outcomes and progress, we may request brief feedback from parents and carers.

### **What are the admissions arrangements for students with SEND?**

The admission arrangements for students with SEND who do not have an EHCP are the same as those for all other students at Joyce Frankland Academy. However, students with an EHCP follow a different application process, and County will assist parents and carers with this procedure.

<https://www.essex.gov.uk/school-places-for-children-with-send>

### **What are the primary-secondary transition arrangements for students with SEND?**

Transition for all students from primary schools includes the following:

- Primary staff information- sharing meetings – coordinated by the Head of Year and SENDCo
- Visits to students at their primary schools – coordinated by the Head of Year and SENDCo
- New parents evening, daytime events such as the settling in evening and the new SEND parents coffee morning.
- SEND transition morning
- Year 7 transition day

For students with identified SEND needs, our SENDCo, Deputy SENDCo and SEND Administrator liaise with the primary SENDCos to ensure that personalised plans are in place prior to September starts. Some students may require additional transition support including: individual parental and student visits, further class teacher liaison and additional visits to the primary school by members of our Learning Support team, which may include observations and attendance to Annual Reviews or One Plan meetings.

### **What are the Post-16 transfer arrangements for students with SEND?**

Transfer arrangements for students moving to Post-16 providers are tailored to meet the individual needs of each student and the specific setting they will be joining. Support may include personal visits and taster days, coordination between our SENDCo, pastoral team, and Post-16 providers, and a thorough data exchange between the Academy and Post-16 providers. This includes the transfer of statutory paperwork, support history, and any approved exam access arrangements.

### **How are students supported in preparing for adulthood and independent living?**

All students at the Academy are encouraged to develop key skills in creativity, reflection, enrichment, self-management, and teamwork through timetabled PSHE lessons and during morning registration activities including Unifrog. The PSHE curriculum also includes a focus on careers education, with all students receiving individual careers guidance and support in completing college applications.

Depending on individual needs, some students may have targeted work experience or adapted timetables that incorporate life skills within the local community. Students with an EHCP receive additional support from the County's Preparing for Adulthood team. Engagement with the Preparing for Adulthood Adviser typically begins with a meeting early in Year 10, and the adviser will also attend the pupil's Year 11 Annual Review meeting.

### **Where can parents/carers access independent help and support?**

The **Essex SEND IAS Service** (Special Educational Needs and Disabilities Information Advice and Support Service) is a free confidential and impartial information, advice and support service for parents, carers and children and young people (aged up to 25 years) in relation to special educational needs and disabilities.

They can be contacted in the following ways:

- Online: [www.essexsendiass.co.uk](http://www.essexsendiass.co.uk)
- Email: [send.iass@essex.gov.uk](mailto:send.iass@essex.gov.uk)
- Telephone: [01245 204338](tel:01245204338)

**Independent Provider of Special Education Advice** (known as IPSEA) is a registered charity which offers free and independent legally based information, advice and support to help get the right education for children and young people with all kinds of special educational needs and disabilities (SEND). They also provide training on the SEND legal framework to parents and carers, professionals and other organisations.

Though they are a national charity, the location of IPSEA is very convenient for families who may require some legal advice as they are based in the centre of Saffron Walden.

- Telephone: 01799 582030
- Online appointment booking: <https://www.ipsea.org.uk/contact-ipsea>

### **What are the procedures for making a complaint?**

As an Academy, we work hard to be in effective communication with students and parents/carers, and to listen and respond positively to any concerns brought to our attention. We are committed to taking all concerns seriously and would like to think that, through being open and accessible, concerns can be both raised and dealt with easily and effectively.

If the situation arises where parents/carers have a concern about the provision being made for their child or the impact of that provision, and feel that the SENDCo has been unable to reassure them that their needs are being met effectively, then the Academy's Complaint Procedure, which is available on our website or by request, sets out clearly what the steps are to draw these concerns to the Academy's attention.