JOYCE FRANKLAND ACADEMY

SEND INFORMATION REPORT 2026-2027

THIS POLICY WAS APPROVED:	OCTOBER 2026
THIS POLICY WILL BE REVIEWED:	OCTOBER 2027
MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW:	SENDCo

This report explains how we identify and support students with special educational needs and disabilities (SEND), how students and families help shape that support, and who to contact. It should be read alongside our SEND Policy, Accessibility Plan, and policies on safeguarding, medical needs, behaviour, attendance and complaints.

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1. Our SEND Vision, Statutory Responsibilities and Future Direction

Our vision

At Joyce Frankland Academy, Newport, we believe everyone belongs. Guided by Aspiration, Respect and Responsibility, we work to ensure that every young person is known, valued and supported to succeed. We recognise individual strengths, remove barriers to learning and celebrate academic, creative, personal and social achievements. In partnership with families, we support students to pursue their aspirations and prepare for their futures, honouring Dame Joyce Frankland's legacy.

The legal framework

Our SEND provision is based on Part 3 of the Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014, the SEND Code of Practice 0 to 25 years (January 2015), and the Equality Act 2010. This report addresses the information required by section 69 of the 2014 Act and regulation 51 and Schedule 1 of the SEND Regulations.

We use our best endeavours to secure the special educational provision students need. We make reasonable adjustments for disabled students, including appropriate auxiliary aids and services, and work to prevent discrimination. These responsibilities apply whether or not a student has an Education, Health and Care Plan (EHCP).

The SENDCo reviews this report annually and updates significant changes during the year. Student and parent/carer feedback informs the review. Academy policies and further information are available on our website.

Academy website and policies

National SEND reform and our current approach

The government published the Schools White Paper Every child achieving and thriving and the accompanying consultation SEND reform Putting children and young people first in February 2026. They set out a direction towards earlier support, stronger inclusive mainstream education, more consistent provision and closer working with specialist services. The White Paper does not itself replace existing EHCPs or change the current statutory requirements for an EHC needs assessment.

The proposed national model includes Universal, Targeted, Targeted Plus and Specialist support, alongside proposals for National Inclusion Standards, Individual Support Plans and Specialist Provision Packages. We distinguish these proposed national arrangements from the Academy's existing provision.

Our four-wave approach, set out in the SEND Policy, organises support according to each student's needs. High-quality teaching remains the foundation at every wave. Students do not need to wait for a diagnosis or an EHCP before we identify barriers and provide support.

Our Individual Support Plans (ISPs), formerly One Plans, are the Academy's current records of students' needs, outcomes and provision. They support the Assess, Plan, Do, Review cycle. They do not replace an EHCP or reduce the provision specified in it.

Developments already being introduced nationally

DfE guidance published in 2026 supports stronger inclusive practice through the Inclusive Mainstream Fund and new training materials, including the publication of an Inclusion Strategy by 31 December 2026. Our SEND Policy and this report describe the current SEND offer and will need to be read alongside the Academy's Inclusion Strategy once published.

We will review this report as final legislation, statutory guidance and local arrangements develop. Any changes affecting individual students will be discussed with them and their parents or carers.

DfE White Paper and SEND reform information for families

2. Understanding and identifying SEND

Under section 20 of the Children and Families Act 2014, a child or young person has special educational needs if a learning difficulty or disability calls for special educational provision. For students of compulsory school age, this includes significantly greater difficulty learning than most others of the same age, or a disability that prevents or hinders use of facilities generally provided in mainstream schools. Special educational provision is education or training additional to, or different from, that generally provided for others of the same age (section 21).

Disability is defined by section 6 of the Equality Act 2010 as a physical or mental impairment with a substantial and long-term adverse effect on normal day-to-day activities. SEND and disability overlap, but a disabled student may need reasonable adjustments without having special educational needs.

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

- **Cognition and Learning**: including moderate and severe learning needs including global learning delay and specific learning needs, including Dyslexia, Dyspraxia and Dyscalculia.
- **Communication and Interaction:** including speech language and communication needs and Autism Spectrum conditions.
- **Social, Emotional and Mental Health**: including anxiety and depression, difficulties with emotional regulation, disorders such as ADD, ADHD or Attachment Disorder and needs affecting participation, relationships or wellbeing.
- **Sensory and Physical**: including hearing, visual or multisensory impairment, physical disability and access needs associated with medical conditions.

Students' needs may span several areas. We consider the whole young person, including their strengths, views and aspirations. A diagnosis does not determine provision on its own, and attainment within the expected range does not rule out SEND. Learning English as an additional language is not, by itself, a special educational need.

How needs are identified

We gather information from previous schools, families, students and involved professionals. This includes transition discussions, EHCPs and specialist reports, support plans, attainment information and relevant health or social care information. Year 7 CATs, GL Assessment (Dyslexia screener) and NGRT/FFT assessments contribute to our understanding of learning and reading needs.

Teachers use observation, assessment, work samples and student discussions to identify barriers. The Learning Support and Pastoral Teams review concerns about progress, communication, wellbeing, attendance and participation. Staff can refer concerns to Learning Support via the SEND referral form and in discussions with the SENDCo. We consider possible underlying needs when a student is distressed, withdrawn or finding behaviour expectations difficult.

Parents and carers can contact the SENDCo or SEND Administrator at any point. We discuss concerns, review the evidence, agree support and consider further assessment or specialist referral. We inform

families when special educational provision is put in place and discuss inclusion on the SEND register. Screening informs support but does not provide a clinical diagnosis.

3. The four waves of SEND support

The waves describe the level and type of provision. They are flexible and responsive to assessment and review. Students may receive different forms of support together, and high-quality teaching continues throughout.

Wave	Purpose	Examples of provision
Wave 1 Universal	High-quality teaching and ordinarily available provision for all students.	Adaptive teaching, inclusive classroom routines, reasonable adjustments, the EEF Five a Day approaches and universal wellbeing support.
Wave 2 Targeted	Additional interventions for a defined period to address identified needs.	Key worker support, literacy or numeracy intervention, homework support, small-group work and monitoring through Assess, Plan, Do, Review.
Wave 3 Targeted Plus	Enhanced and sustained support where a higher level of provision is needed.	Key worker support, specialist interventions, programmes supported by teaching assistants, closer family involvement and external agency consultation.
Wave 4 Specialist	Personalised specialist provision for complex or significant needs, including students with an EHCP.	Multi-agency involvement, specialist advice, individual outcomes and specified EHCP provision with statutory annual reviews where an EHCP is in place.



4. Joyce Frankland Academy SEND Data 2026-2027

SEND Register

Year	Students on roll	SEN Support K	% of K	EHCP E	% of E	Total SEND	SEND as % of year group
7	116	26	22.41	4	3.45	30	25.86
8	124	22	17.74	8	6.45	30	24.19
9	161	27	16.77	3	1.86	30	18.63
10	180	23	12.78	4	2.22	27	15.00
11	179	24	13.41	6	3.35	30	16.76
Total	**760**	**122**	**16.06%**	**25**	**3.28%**	**147**	**19.34%**

SEND EHCP (E) Primary area of need

Year	Cognition and Learning including SpLD and MLD	Social, emotional and mental health including ADHD	Communication and interaction including SLCN and ASC	Sensory and/or physical including VI, HI, MSI and PD
7	0	1	2	1
8	1	5	2	0
9	1	1	0	1
10	1	1	1	1
11	2	2	2	0
Total	**5**	**10**	**7**	**3**

SEND Support (K) Primary area of need

Year	Cognition and Learning including SpLD and MLD	Social, emotional and mental health including ADHD	Communication and interaction including SLCN and ASC	Sensory and/or physical including VI, HI, MSI and PD
7	8	8	8	2
8	12	8	2	0
9	10	12	3	2
10	8	9	5	1
11	8	12	4	0
Total	**46**	**49**	**22**	**5**

	Cognition and Learning including	Social, emotional and mental health	Communication and interaction	Sensory and/or physical including
Overall Total =	51	59	29	8
% of SEN	34	40.14	34.69	5.44

National comparison

Measure	Joyce Frankland Academy	National state-funded secondary schools
Students receiving SEN Support (% of students on roll)	16.06%	14.8%
Students with an EHCP (% of students on roll)	3.28%	6%
Total students with SEND (% of students on roll)	19.34%	20.8%

**National Data correct as of 30 June 2026. Release home - Special educational needs in England - Explore education statistics - GOV.UK (Figures correct as of 03/10/26)*

5. Teaching and additional learning support

Inclusive classrooms and ordinarily available provision

Every teacher is responsible for the progress and development of the students in their classes, including those supported by teaching assistants. The SENDCo leads SEND strategically, department leaders develop inclusive practice within their subject areas, and teachers put agreed support into practice in lessons.

Ordinarily available provision (OAP) is the support that a mainstream school should normally provide through its teaching, resources and support systems. Essex guidance includes both inclusive teaching for all students and targeted support for some students with SEND. OAP is not a fixed ceiling on individual entitlement or a reason to delay an assessment.

Teachers read and implement ISPs and student passports, use class context information, and contribute evidence to reviews. Our curriculum remains ambitious. Teachers adapt explanations, resources, task structure, practice and assessment so students can access learning and demonstrate what they know.

The EEF Five a Day approaches

- Explicit instruction through clear explanations, modelling, guided practice and checks for understanding.
- Cognitive and metacognitive strategies to help students remember, plan, monitor and review their learning.
- Scaffolding such as worked examples, writing frames and checklists, adjusted as independence develops.
- Flexible grouping based on current needs and understanding.
- Technology to support access, practice and recording learning, including appropriate assistive technology.

Support matched to individual needs

Additional support may include precision teaching, paired reading or writing, pre-teaching vocabulary, overlearning, literacy and numeracy work, homework or library support, and KS4 study support. We also use communication and social understanding work, mentoring and programmes informed by specialist advice. The support selected depends on assessed needs and review of impact.

Teaching assistants work with teachers to support access to the curriculum and develop independence. An EHCP or SEND register entry does not automatically mean continuous one-to-one adult support. The provision in an EHCP and the student's assessed needs guide individual arrangements.

Interventions complement classroom teaching. We consider the learning missed when scheduling withdrawal sessions, set a starting baseline and review progress at the end. Where support has limited impact, we revisit the assessment, delivery and next steps.

Planning and reviewing support

In line with our SEND Policy, students receiving provision through Waves 2, 3 and 4 have an ISP, developed through Assess, Plan, Do, Review. It records needs, outcomes, strategies, provision and review arrangements, and is shared with the student, family and relevant staff. Students receiving SEND support have a named key worker.

A targeted intervention does not automatically mean that a student has SEND. Some interventions address gaps in learning. We determine SEND register status according to the student's needs and whether special educational provision is required, in discussion with families.

Support can increase, change or reduce as needs and progress are reviewed. A student does not have to complete every wave or a fixed number of intervention cycles before specialist advice or an EHC needs assessment can be considered. Existing EHCP provision must continue regardless of the wave used to describe support.

Where a student no longer requires special educational provision, we discuss any change to their SEND register status with the family and continue to monitor progress. Students can continue to receive classroom adjustments and pastoral support.

6. Wellbeing, Inclusion and Engagement

Regulation and the Inclusion Centre

We help students recognise what they need to stay regulated and ready to learn. Staff training places emphasis on building supportive relationships, predictable routines and practical classroom adjustments. Staff aim to respond calmly and consider the barrier behind a student's difficulty.

An in-class regulation menu provides the following strategies for support:

- Agreed movement within the classroom, such as standing, stretching or a classroom job.
- A quieter seat, a change of position, discreet sensory resources or a short planned pause.
- Reduced sensory distraction, clear first steps, one instruction at a time and visual checklists.
- Adult co-regulation, time to process and supported choices about how to begin a task.

Where classroom strategies are insufficient, an agreed Inclusion Centre Pass can support a supervised reset and return to learning. The Inclusion Centre offer includes a sensory room, sensory circuits and quiet study space. Individual arrangements explain when and how a student accesses support and how return to learning is supported. Medical/toilet adjustment passes and intervention passes have separate purposes and are agreed according to need.

The Inclusion Centre supports access and participation alongside mainstream teaching. Access is planned around individual needs. Support spaces and interventions are reviewed for their impact on learning, wellbeing and independence.

Emotional health, relationships and safety

The Learning Support and Pastoral Teams work together to provide key worker support, mentoring, social understanding work and appropriate support for stress or anxiety. Counselling and external mental health support may be considered where appropriate. Students can be supported at unstructured times through quiet spaces or structured activities available through the academy's extensive extra-curricular club programme and access to supported and supervised social spaces including the library and Inclusion Centre.

We recognise that students with SEND may be particularly vulnerable to bullying, child-on-child abuse and exploitation. Staff recognise that distress or changes in behaviour are simply part of a student's SEND. Concerns are addressed through safeguarding and anti-bullying procedures, with communication and support adapted to the student's needs. Students can speak to a trusted adult, their key worker, tutor or the safeguarding team. Students and parents or careers are encouraged to report concerns via the JFAN Respect email: Respect@joycefrankland.org

Attendance and wider Academy life

Where anxiety, health or SEND creates attendance difficulties, we work with the student, family and relevant professionals to understand barriers and plan support. Any temporary part-time timetable must be exceptional, agreed with parents or carers, reviewed and have a clear aim of returning to full-time education. It is not used to manage behaviour.

Students with SEND are encouraged to participate in trips, clubs, PE, performances and other enrichment opportunities with their peers. We consider reasonable adjustments, accessible resources, staffing and risk assessments in advance.

7. Individual Support Plans and partnership with families

Assess Plan Do Review

Stage	What this looks like in practice
Assess	Bring together the student's strengths, views, assessed needs, classroom evidence and information from families and professionals.
Plan	Agree meaningful outcomes, specific targets, support, responsibilities and a review date with the student and family.
Do	Teachers deliver agreed classroom support. Relevant staff deliver interventions, with oversight from the SENDCo and key worker.
Review	Consider progress and impact with the student, family and staff. Continue, adapt or increase support and update the ISP.

ISPs are reviewed termly with the student and their named key worker, in consultation with the SENDCo and relevant staff. Teacher feedback is essential to understand how strategies work across lessons. Updated plans are shared with parents or carers and relevant Academy staff through Edukey Provision Maps.

Targets focus on outcomes that matter to the student, such as curriculum progress, communication, confidence, independence, emotional regulation or participation. We use specific and measurable success criteria and review provision sooner if significant concerns arise.

Student's views

Students help identify their strengths, interests, aspirations and what helps or makes learning difficult. Their views inform assessment, planning and review. We adapt the way we gather views, using discussion, written or visual responses, supported communication or a trusted adult where helpful. Students are supported to understand their plan and develop self-advocacy.

Working with parents and carers

Families contribute information about their child's strengths, needs and experience outside school. We seek their views when planning and reviewing support, share agreed outcomes and discuss changes to provision. Parents and carers can contribute to termly ISP reviews, EHCP annual reviews and meetings with professionals, as well as contact staff between reviews.

Contact can be by email, telephone or a planned meeting, including at parents' evenings. Subject teachers and form tutors can help with classroom or pastoral questions. The SENDCo and SEND Administrator can help with concerns about SEND provision or coordination. Please let us know if you need information or meetings in a more accessible format.

How we judge effectiveness

We monitor progress towards ISP targets and EHCP outcomes, curriculum attainment, intervention baselines and end reviews, attendance, engagement, wellbeing and independence. Student, family and staff feedback is considered alongside data. Learning walks, provision audits, SEND governor monitoring and the Anglian Learning SEND Blueprint Enquiry help identify improvements across the Academy.

8. EHCPs specialist services and alternative provision

EHC needs assessments and statutory provision

An Education, Health and Care needs assessment brings together advice about a child or young person's education, health and care needs. Under section 36 of the Children and Families Act 2014, the local authority must assess where the child or young person has or may have SEN, and it may be necessary for special educational provision to be made through an EHC plan. An assessment does not automatically result in an EHCP.

Parents can request an assessment directly from their local authority. Eligible young people and education settings can also request one. The Academy can work with families and professionals to provide evidence of needs, support and impact. There is no requirement for a diagnosis or for every wave of support to have been exhausted before a request can be made.

Where an EHCP is in place, we work with the local authority and relevant professionals to deliver the specified provision. The local authority is responsible for securing the special educational provision in Section F. Our ISP helps staff implement day-to-day support and review short-term targets alongside EHCP outcomes.

The SENDCo leads the Academy's contribution to statutory annual reviews, involving the student, parents or carers, staff and relevant professionals. Reviews consider progress, provision, outcomes and any changes needed. The local authority makes decisions about maintaining, amending or ceasing the plan. Termly ISP reviews complement the statutory annual review process.

Working with specialist services

The SENDCo coordinates liaison with external professionals. Depending on individual needs, this may include local authority specialist teachers, educational psychology, speech and language therapy, occupational therapy, physiotherapy, health and mental health services, social care, and post-16 or Preparing for Adulthood services.

Specialist advice may inform classroom strategies, intervention, equipment, staff training or further assessment. We discuss referrals and information sharing with families and follow relevant consent, safeguarding and data protection requirements. Referral routes, eligibility and waiting times vary. School support continues while advice or assessment is awaited.

Alternative provision

Where appropriate, alternative provision may form part of an individual package, planned with the student, family, Academy and relevant professionals. Decisions should identify the purpose, intended outcomes, curriculum access, safeguarding arrangements and review process. The Academy monitors attendance, progress and the quality of provision for placements it commissions.
For students with an EHCP, any proposed changes must be considered alongside the existing plan and the local authority's responsibilities. Alternative provision does not remove a student's entitlement to suitable education or the specified provision in their EHCP.

9. Accessibility, medical needs and examinations

Access to the academy site, curriculum access and reasonable adjustments

We work with families and specialist professionals to identify barriers and make appropriate adjustments. Our Accessibility Plan addresses access to the curriculum, the physical environment and information, and is available through the Academy website.

Site arrangements include ramps, lifts, accessible toilets and adapted furniture or equipment where required. As set out in the SEND Policy, disabled toilets are available in all areas, and the Inclusion Centre has a shower/changing room. Individual arrangements may include a personal emergency evacuation plan (PEEP). Safer Handling training is provided to all staff annually and relevant staff receive Manual Handling training where required.

We seek advice from specialist teachers, occupational therapists, physiotherapists or other appropriate professionals when securing or adapting equipment. This may include furniture, mobility or sensory equipment, adapted learning materials and assistive technology. The SENDCo works with leaders and the local authority as appropriate to arrange resources, training and funding.

Supporting medical needs

Students with medical conditions are supported to participate in lessons, trips, PE and other activities. In line with the SEND Policy, individual healthcare planning takes place with parents or carers, staff and relevant health professionals so needs and arrangements are understood. Where a student also has an EHCP, health and educational provision should be coordinated.

Families should keep the Academy informed of changes to medical needs, medication and professional advice. Medical support and disability adjustments can be needed whether or not a student is on the SEND register.

Exam access arrangements

The SENDCo works with the qualified assessor and Exams Officer to identify appropriate arrangements under the JCQ and awarding body rules applicable to the qualification and examination year. Support may include a reader or computer reader, scribe or speech recognition technology, word processor, supervised rest breaks, a prompter, seating or room adjustments, or extra time, where the relevant criteria are met.

Evidence is gathered from classroom practice, assessments and relevant professional information. Formal assessments are normally considered towards the end of Year 9 and undertaken in the Autumn term of Year 10. Later or changing needs are also considered. Students should have opportunities to practise using agreed arrangements in lessons and internal assessments.

Arrangements must reflect evidenced need and the student's normal way of working, subject to the relevant rules. A diagnosis, SEND register entry or EHCP does not automatically confer extra time. Standardised testing is required for some arrangements, while others use different evidence or can be authorised by the centre. We discuss proposed arrangements with students and families and obtain required permissions and data protection acknowledgements.

JCQ access arrangements and reasonable adjustments

10. Admissions transition and preparation for adulthood

Joining the Academy

Students with SEND who do not have an EHCP apply through the same admissions arrangements as other students. Admissions must comply with disability equality duties. Where a final EHCP names the Academy, the Academy must admit the student under section 43 of the Children and Families Act 2014. The local authority coordinates the statutory consultation and placement process.

Primary to secondary transition

The Head of Year and SENDCo gather information from primary schools and families. Our transition offer includes primary staff discussions and visits, parent events, the SEND transition morning and Year 7 transition day. We liaise with primary SENDCos and review support plans, specialist advice and EHCP provision before students begin.

Additional support is planned according to need and may include individual visits, small group visits, familiarisation with key adults and spaces, further liaison with primary staff, observations, or attendance at annual reviews and One Plan meetings. We use this information to prepare individual support and share relevant strategies with staff.

For students joining during the year, we liaise with their previous setting and family, review available information and plan support for settling in. We also consider support when students change year group, teachers, rooms or curriculum pathways.

Post 16 transition

We support students to explore suitable education, training and employment pathways through careers guidance, Unifrog, PSHE and personal development activities. Students may need adapted information, help with applications, visits or taster days, and liaison with the receiving provider.

With appropriate information-sharing arrangements, we transfer relevant support plans, EHCP information, professional advice and evidence of exam arrangements. The receiving provider must check and establish arrangements under its own assessment rules. For students with an EHCP, we work with the local authority on phase transfer planning and required reviews.

Preparation for adulthood

Preparation for adulthood includes further education or employment, independent living, participation in the community and maintaining good health. These themes inform support and careers planning according to the student's aspirations and needs.

For students with an EHCP, annual reviews from Year 9 onwards must consider preparation for adulthood. Planning may include self-advocacy, managing routines, travel, relationships, personal safety, practical life skills, work experience and access to appropriate qualifications. We liaise with local authority Preparing for Adulthood services where relevant, with the timing of involvement guided by individual needs and local arrangements.

Essex Local Offer for education and transition support

11. The SEND Team, Staff Training and Sources of Support

The SENDCo oversees provision and coordinates the Learning Support Team, working with teachers, teaching assistants, pastoral staff and external professionals. The principal has overall responsibility for provision and progress. The SEND governor monitors effectiveness with leaders. Named key workers provide a consistent contact for students receiving SEND support.

Role	Contact
SEND Administrator - Mrs Apostolou	capostolou@joycefrankland.org
SENDCo - Mrs Daveta	kdaveta@joycefrankland.org
Deputy SENDCo - Miss Lewis	klewis@joycefrankland.org
The Learning Support Team currently comprises one Lead Learning Support Assistant and five full time and two part-time Learning Support Assistants: Ms Todd (Lead LSA) stoddwickens@joycefrankland.org Mrs McLean tmclean@joycefrankland.org Ms Garay mgaray@joycefrankland.org Mrs Abrahams cabrahams@joycefrankland.org Ms Pease hpease@joycefrankland.org Miss Combe acombe@joycefrankland.org Ms Talbot stalbot@joycefrankland.org	

The SEND Code of Practice: 0 to 25 years (2015) makes clear that all teachers are responsible for the progress and development of pupils with SEND. Parents/carers are therefore encouraged to raise subject-specific or pastoral concerns with the relevant subject teacher or their child's form tutor in the first instance.

Contact details for Academy staff are available on the Academy website. Staff email addresses follow the format of first initial followed by surname and @joycefrankland.org. For example, Mrs Daveta can be contacted at kdaveta@joycefrankland.org.

Staff training and expertise

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 launched our 'meeting the needs' strategy and the Education Endowment Foundations 'Five a Day' to improve SEND outcomes. Further training needs are identified through observation, staff feedback and appraisal.

The SENDCo attends local authority and Anglian Learning SENDCo and inclusion networks led by the Director of Inclusion. The Academy participates in the Trust's annual SEND Blueprint Enquiry. Specialist professionals provide advice and training where needed, including for individual students or specific interventions.

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, exam invigilation, and mentoring skills. In addition, the SEND Administrator has completed specialised training focused on SEND administration.

Independent information and advice

The Essex Local Offer brings together information about education, health and social care support, assessments, transport and services for children and young people with SEND and their families.

Essex Local Offer

Essex SENDIASS provides free, confidential and impartial information, advice and support for parents, carers, children and young people with SEND. Email send.iass@essex.gov.uk or telephone 01245 204338. Check the service website for current contact and referral arrangements.

Essex SENDIASS contact and referral information

IPSEA provides free, independent advice about SEND law through its advice services. Use the website to access guidance and book an appropriate helpline appointment. Its administration telephone number is not a legal advice line.

IPSEA advice and support

12. Concerns complaints and further reading

Raising a concern

We encourage students and parents or carers to raise concerns early. We listen carefully, discuss the support in place and seek to resolve concerns promptly. Classroom or pastoral matters can be discussed with the subject teacher or form tutor. Concerns about SEND provision should initially be raised with the SENDCo.

If concerns remain unresolved, the Academy's Complaints Procedure explains the formal stages and how to submit a complaint. It is available on the Academy website or on request. Families can seek impartial support from Essex SENDIASS at any stage.

Complaints about Academy provision are separate from statutory rights to challenge local authority EHC assessment or plan decisions. The local authority's decision letter should explain relevant mediation and SEND Tribunal appeal rights and deadlines. Families do not need to complete the Academy complaints process before exercising a statutory appeal right.

Academy documents to read alongside this report

- SEND Policy 2026–2027 and Accessibility Plan.
- Policies on medical needs, safeguarding, anti-bullying, behaviour and attendance.
- Admissions arrangements and Complaints Procedure.
- The Academy Inclusion Strategy once published under the December 2026 requirement.

Legislation and national guidance

The following sources informed this report. Guidance and reform information were checked on 4 October 2026. Proposed reforms are identified as proposals throughout.

Children and Families Act 2014 Part 3

Special Educational Needs and Disability Regulations 2014

Equality Act 2010

SEND Code of Practice 0 to 25 years

Every child achieving and thriving Schools White Paper

SEND reform Putting children and young people first consultation

DfE SEND reform information for families including current developments

Inclusive Mainstream Fund guidance for school leaders

Working together to improve school attendance