Excellence for all

SEN and Disabilities Information Report – 2025 - 2026

Welcome to our SEND Information Report which works in conjunction with North East Lincolnshire County Council's Local Offer. A link to the Local Offer can be found at the end of this document and it will provide you with information about support for children and young people with Special Educational Needs and Disabilities (SEND). It directs parents/carers and young people aged 0 to 25 years to information about specialist and targeted services and activities in North East Lincolnshire.

Humberston Academy is committed towards enabling all learners to make significant progress in knowledge, understanding and skills, in attitudes and in values, as social beings and as lifelong learners. We nurture aspirations for all and understand that some children will need additional help in progressing towards their goals.

All staff and governors actively support inclusion and work hard to ensure that our students are given the opportunities and encouragement to be the best they can be. We believe that by working in partnership with our children, their families and external colleagues, much can be done towards overcoming the challenges young people face. Our commitment to this is further outlined in our SEND Policy.

DECISIONS ABOUT WHETHER A CHILD HAS SEN	
How does the academy know if my child needs extra help and what should I do if I think my child may have special educational needs?	• All students are individually discussed as part of the transition process during Year 6 (or mid-year transfer), in liaison with feeder schools. Students with complex needs are made known to us in Year 5 • Teaching staff share information and raise any concerns • Each child is considered on their individual circumstance • Should a parent/carer believe their child to have a special educational need, they can contact the academy directly. Opportunities also exist for contact with staff at the regular open events and following each assessment point • Discrepancies between reading/spelling ability and chronological age are investigated • Robust monitoring highlights underachievement and triggers a holistic approach to identify areas of need and appropriate interventions
How is the decision made about how much individual support my child will receive?	• Decisions are made between teaching staff and the SENCO after reviewing assessment data • The level of support depends on the child's individual need • Where intervention is deemed appropriate, parents/carers are informed • External agencies such as health and social care may become involved • The Pastoral Team will liaise with parents/carers and staff regarding their input
SUPPORT FOR LEARNING AND WELL-BEING	
How does the academy support students with special educational needs?	• Quality First Teaching; a style of teaching that emphasises high quality, inclusive teaching for all. Teaching and scaffolding are the first steps in meeting the needs of all students • All teachers teach students with SEND, every member of staff support SEND • Student progress is reviewed following every data cycle/assessment • Lessons are regularly observed and quality assured to ensure the needs of all are being met • Staff are notified of change and are regularly updated regarding SEND • Support staff provide pastoral as well as academic support. They are skilled in providing a range of support measures including literacy and numeracy, counselling and support for transition • The academy can provide a range of individual assessments such as Irlen Screening and diagnostic testing • Parental/carer involvement is key and staff work closely with families to achieve best outcomes

	• The SEN governor is actively involved as well as the Governor's Standards Group who review progress of students with the Senior Leadership Team and the Academy Improvement Leaders every half-term • Reasonable adjustments are implemented to ensure students with SEN or a disability are supported to achieve academic outcomes by having access to a full curriculum • Extra-curricular activities including external visits are risk assessed and supported • Key Workers liaise with staff and parents/carers to improve outcomes • Coffee Club events are held 3 times a year for parents/carers to communicatee and discuss their child with the SEND team in addition to progress reviews • Staff have access to individual SEND Inclusion Pupil Profile slides which highlight strengths, needs and strategies to support
What mechanisms are in place for supporting students' overall wellbeing?	• Tutors are available as a first point of contact for all students • There is a well-established pastoral system in place to quickly address any inappropriate behaviour, working to avoid exclusions and improve attendance • Students are actively encouraged to attend extra-curricular opportunities • Mentoring and buddy systems are in place • An external counsellor is employed to provide weekly/fortnightly appointments • The Attendance Team target learners at attendance risk • Medically trained staff manage the administration of medicines and a team of First Aiders is on hand at all times, deployed at various points across the academy • The School Nurse holds a drop-in clinic as well as taking weekly appointments • We have a physiotherapy room, inclusive/disabled toilets and showers • Positive behaviour is recognised and rewarded, achievement is celebrated • All concerns are logged electronically and followed up without delay • Student voice is considered via the Heads of Year, regular questionnaires and surveys and also during our SEN identification, monitoring and review process
PROGRESS, PLANNING AND KEEPING PARENTS INFORMED	
How will I know how well my child is doing?	• Information is shared with parents/carers following every assessment point to enable them to understand the progress their child is making • The academy tracks the progress of every student via a sophisticated data assessment system, which then informs planning • Opportunities are available for regular contact between home and school via the My Child at School app • In addition to regular reporting arrangements, parents/carers are warmly invited to discuss progress during open events, reviews and/or at other times of mutual convenience
How are parents involved in discussions about planning for their child's education? How are children able to contribute their views?	• We encourage parents/carers to get involved with all aspects of their child's education and at the numerous events which take place at the academy throughout the year, including induction evenings, open events, SEN review meetings, Coffee Club, extra-curricular activities and award ceremonies • Student and parent/carer views are taken into account via questionnaires, forums and person-centred reviews • Students and parents/carers are welcome to discuss their concerns
PROVISIONS, RESOURCES AND SERVICES	
How is learning and development provision matched to individual student's needs?	• Students are taught in mixed ability sets and are closely monitored • The academy aims to remove any barrier to learning and close gaps to allow accelerated progress through inclusive, quality first teaching • Intervention involves a variety of programmes based on individual need • The Exams Officer and SEN team work closely together to ensure provision is arranged for students entitled to examination access arrangements
How are the academy's resources allocated and matched to student's SEN?	• The academy's notional SEND budget is allocated by the Principal which then becomes the responsibility of the SEND team to match student need to targeted provision • Teaching Assistants/Key Workers are deployed in accordance with need • Reasonable adjustments are implemented to meet the needs of individual students

	• The academy has a fully equipped physiotherapy room, Learning Hub and the HIVE; all available to vulnerable learners
What specialist services and expertise are available at the school or accessed by the school?	• Specialist staff are employed to administer a range of assessments • Diagnostic assessments identify students who require examination access arrangements • Support for learning is provided by NELC's Educational Psychology Service • The academy accesses other specialist services including; health, therapy and social care as required • The School Nurse works to improve the health and wellbeing of students on an appointment basis or during clinic/immunisation sessions, additionally providing advice to staff and parents/carers and providing staff training • Further support is provided by our Education Welfare Team, Careers Adviser and Counselling Services
How accessible is the school environment?	• Humberston Academy is a single storey site and is therefore accessible to wheelchair users and individuals with mobility difficulties • Automatic doors are installed • Disabled changing, showering and toilet facilities are available • Auditory improvements to the premises benefit hearing impaired students and visitors • Support is provided to those parents whose first language is not English
How are students included in activities outside the classroom including trips?	• All SEND students are encouraged to participate in all extra-curricular opportunities including residential visits • We have specially trained teaching and non-teaching staff to support activities and/or provide alternative opportunities as required • Parents are made aware of opportunities and invited to meetings to discuss individual needs • We are proud of our disability sports team and their achievements
STAFF TRAINING	
What training have the staff supporting students with SEND had, or what are they expected to have?	• Our training programme is based on the needs of all stakeholders however further specialist training is undertaken to ensure specific needs are catered for • Local Authority SEND and safeguarding training is cascaded to all staff • The Academy offers high quality professional development and training to all staff members on a regular basis • Support staff are required to undertake a minimum 5 days of specified training each academic year
TRANSITIONS	
How does the school prepare and support students who join the school, transfer to a new school or the next stage of education and life in order to ensure their well-being?	• The Transition Team visit the feeder school to meet with teachers and student/s • Academy staff attend reviews and multi-agency team meetings at feeder schools • SEND and vulnerable children are invited to attend additional transition visits prior to the Y6 induction days held in July • Parents/carers are welcome to tour the academy and meet with the SEND team and other key staff prior to transition • All students receive support and guidance in readiness for the next stage in their education • Students and parents are encouraged to attend our post-16 information evening • Academy staff liaise with Key Stage 5 providers to enable a smooth transition • The SEND team may support transition to post-16 education during college taster events, interviews and provide travel assistance
FURTHER INFORMATION	
Who can parents contact for further information?	• Tutor • Head of Year • Student Services Team • SENCO – Mr Paul Wade/SEN Lead – Mrs J Rimmer/Assistant SENCO's – L Rose/M Clark • Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) – 01472 326464 email: ask@nelsendiass.org.uk • SENART - Civic Offices, Knoll Street, Cleethorpes, North East Lincolnshire, DN35 8LN – Tel: 01472 323165 • NELC SEND Local Offer – https://www.nelincs.gov.uk/children-and-families/send-and-local-offer/