

SEND Academy Information Report 2024-2025

City of London Academy Highgate Hill, like all schools in Islington, is committed to meeting the needs of all pupils including those with special educational needs and disabilities (SEND).

Our expectation is that children and young people with SEND will receive an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training

We will use our best endeavours to make sure that a pupil with SEN gets the support they need – this means doing everything we can to meet the pupils special educational needs.

About this Information Report

This report answers some of the most frequently asked questions about the academy and special educational needs. The format and information in this report has been developed through:

- consultation with local parents and carers by Islington Council
- ongoing feedback from parents and carers and academy staff at City of London Academy Highgate Hill

We will review and update this information report regularly to reflect changes and feedback.

If you need any more information please see our SEN Policy or contact:

Ms Jessica Tacon

SEN Co-ordinator

020 7281 3536

j.tacon@highgatehill.cola.org.uk

Frequently Asked Questions

1. What kinds of Special Educational Needs and/or disabilities (SEND) does the academy cater for?

City of London Academy Highgate Hill endeavours to meet the needs of individual students with SEN and/or disabilities. At present we may not always be able to support students who have more complex needs. We are a mainstream secondary academy and welcome students with SEND in one or more of the following areas:

- **Communication and interaction**

e.g. Speech, language and communication needs (SLCN), Autism (ASC), stammers.

- **Cognition and learning**

e.g. Specific learning difficulties (SpLD), moderate learning difficulties (MLD), global developmental delay, dyslexia, dyscalculia and motor coordination disorder (known as dyspraxia in the past).

- **Social, emotional and mental health difficulties (SEMH)**

e.g. attention deficit hyperactivity disorder (ADHD), depression, eating disorders, attachment disorder.

- **Sensory and/or physical needs**

e.g. vision impairment (VI), hearing impairment (HI), Cerebral Palsy (CP)

- **Medical needs**

Where pupils have medical needs and special educational needs, we will plan and deliver education provision in a coordinated way with their healthcare plan, if they have one. We will also follow the statutory guidance on supporting pupils at the academy with medical conditions.

2. What are the academy's policies for the identification and assessment of pupils with special educational needs and/or disabilities (SEND)?

All of our teachers teach children with SEND. All of our staff recognise the importance of identifying SEND early and making effective provision quickly. The identification and assessment of SEND is built into the academy's approach to monitoring the progress of all pupils.

We visit the majority of our students when they are in primary school to ensure we plan for their individual needs. As part of our transition process, we identify students with SEN and contact primary schools to gather information. We also assess each student's skills and levels of attainment when they first come to the academy. This builds on the information from primary school and provides us with information we need to monitor their progress. It also ensures that we discover any areas of difficulty early on.

Where students already have their SEN diagnosed or identified, we will work closely with the family and our partners to make sure that we know as much as possible about the student before they start at the academy.

Teachers are supported by the Senior Leadership Team to regularly assess pupils' progress. This helps us to see any pupils whose progress:

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

Where assessments show that a child is not making adequate progress, our first response is to make sure there is high quality teaching in place. Making high quality teaching normally available to the whole class is likely to mean that fewer pupils will require additional support.

If their progress continues to be slower than expected, teachers will work with the family and the SENCO to carry out a clear analysis of the child's needs and identify if they need additional support. There can be many reasons why a child doesn't make the progress expected of them – difficult circumstances at home, personal struggles, low attendance or perhaps because they have a special educational need.

The academy uses a range of different assessment tools and systems to help identify and assess pupils with SEN. The tools and assessments gradually draw upon more frequent reviews and more specialist expertise to understand SEN and match interventions to the SEN of pupils. They are summarised in the diagram below:

When considering if a child needs SEN support the academy takes into account:

- the student's previous progress and attainment
- the teacher's assessment and experience of the pupil
- the pupil's development in comparison to their peers and national data
- the views and experience of parents
- the pupil's own views
- advice from external support services, where appropriate

3. What are the academy's policies for making provision for pupils with special educational needs and /or disabilities (SEND), whether or not pupils have Education Health and Care Plans?

Most of our pupils with SEND have their needs met as part of high quality and adaptive teaching. This may include teachers adapting what they do and having different approaches to meet different learning styles, personalised learning arrangements for different pupils and a range of interventions normally provided by the academy.

If a student is identified (through the assessment process above) as having special educational needs, their teachers and SENCO will consider everything we know about the

pupil to determine the support that they need and whether it can be provided by adapting the academy's core offer, or whether something different or additional is required.

Where provision for SEND is needed, we work with pupils and their families to plan what to do. This usually includes writing a plan of action using one of the SEND planning tools we have available to use. The tools we use are summarised below.

SEN Support

Provision Mapping: A document that is used to capture targeted and specialist interventions that will be 'additional to' and 'different from' the usual adaptive curriculum and teaching.

Student Profile: This is a profile with information about how your child learns with advice for supporting him/her.

Education Health and Care Plan (EHCP): Where the academy has done everything it can to identify, assess and meet the SEN of the child and they are still not making the expected progress, the academy or parents may consider requesting an Education, Health and Care assessment. The process for requesting an EHCP assessment in Islington can be found on the Council's Local Offer website. www.islington.gov.uk/localoffer

Education Health and Care Plans are issued by the Local Authority where necessary and are used by the academy to plan SEND provision for children with severe and complex needs. The EHCP includes:

- a detailed profile of the child, their strengths and aspirations for the future
- any education, health and care needs they have
- the goals or outcomes for the pupil agreed by the family and professionals for the next phase of their education
- any education, health and social care provision in place to meet their needs

The EHCP includes a detailed annual support plan/action plan. This plan sets out the goals for the pupil for the next year, and the activities that everyone supporting the child will put in place to support them.

a) How does the academy evaluate the effectiveness of its provision for SEN?

The quality of teaching is the most important factor in ensuring all pupils make progress. We regularly review the quality of teaching in the academy and ensure that teachers are able to identify how individual children learn best and what support they need.

We test the effectiveness of our SEN provision by checking pupil progress and to see if the agreed goals and outcomes for a pupil are being met.

The teachers work with the SENCO, Deputy SENCO, the parents and the child to make sure any SEN support is adapted or replaced by another approach if it is not being effective.

The SENCO and the head teacher report regularly to Governors on the quality of SEND provision and the progress towards outcomes being made by pupils with SEND. Governors

also consider the attainment data for pupils with SEND and compare it with the progress of other pupils and the progress of pupils in similar schools. This helps to ensure that the approaches used to meeting SEND are based on the best possible evidence and are having the required impact on progress. Where professionals from health or social services are involved with the child, we will ask for their help to inform and review progress, to make sure that all those supporting the family are working together effectively.

b) What are the academy's arrangements for assessing and reviewing the progress of pupils with SEND?

Every pupil in the academy has their progress reviewed regularly and this information will be shared with both parents and pupils. We provide interim reports to parents on their child's progress at the end of every term.

Where a pupil is receiving SEND support, we provide feedback to parents more regularly. For specific cases, we have more regular contact with home. For example, we contact parents by phone or email where we have specific feedback or need to discuss specific achievements, concerns or observations.

The above forms the **Assess, Plan, Do, Review** process.

Reviews are usually led by the SENCO if available and/or a teacher with good knowledge and understanding of the pupil's needs and attainment. Reviews normally last between 30 minutes and 1 hour, although this can vary if there has been good progress, the child's needs have changed, or the review involves a range of different professionals. We always aim to allow sufficient time to plan effectively.

Reviews involve the pupil, the family and other professionals where this is appropriate. They are used to:

- discuss what is working well and not working well
- find out if the SEND provision has been delivered as planned
- review the pupil's progress towards their goals and longer term outcomes
- discuss and agree clear outcomes for the future
- discuss and agree the support needed
- share advice and information on the things that parents can do at home to reinforce or contribute to their child's progress
- identify the actions needed to meet the agreed outcomes, the responsibilities of the parent, the pupil, the academy, the local authority and other partners.

A record of the outcomes, action and support agreed through the discussion is then shared with all the appropriate academy staff and the pupil's parents.

c) What is the academy's approach to teaching pupils with SEND?

All pupils, including those with SEND, have access to a broad and balanced curriculum. Teachers plan lessons carefully and think about the wide range of different needs in their class and use the information from assessments and progress reviews to set targets which are deliberately ambitious, to encourage pupils to aim high. Teachers plan their lessons with the SEND of pupils in mind, which means that most pupils with SEN and disabilities will be able to study the full national curriculum along with their peers.

Teaching staff always aim to match the work given to pupils with their ability to do it. Academy staff such as Teaching Assistants and other more specialist staff, may be directed to work with pupils, in pairs, or small groups and sometimes individually.

The type of SEND support provided is based on reliable evidence of what works. We are careful to avoid the over reliance of individual support for pupils, as evidence shows that in many cases this prevents them becoming independent learners.

The SENCO, supported by the Senior Leadership Team, ensures that staff have sufficient skills and knowledge to deliver the interventions that pupils need.

d) How does the academy adapt the curriculum and learning environment for pupils with SEND?

We are committed to meeting the needs of all pupils including those with SEND. We have a duty not to directly or indirectly discriminate against, harass or victimise disabled children and young people. We make all reasonable adaptations to the curriculum and the learning environment to make sure that pupils with SEND are not at a substantial disadvantage compared with their peers.

We work closely with families and partners to work out what disabled children and young people might need before they start with us, and what adjustments we might need to make. We discuss with families what we can do to adapt the curriculum and/or the building as necessary, and in order to get additional resources and support where required.

Teachers will be supported by the SENCO to assess, plan and adapt the curriculum or make adaptations to meet the needs of pupils with SEND. This may also involve working with outside partners.

In considering what adaptations we need to make, the SENCO will work with the head teacher and academy governors to ensure that the academy meets its responsibilities under the Equality Act (2010), with regard to reasonable adjustments and access arrangements. A link to the Equality Act 2010 can be found here:

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

Further information explaining how we meet the duty can be found in our Equality Policy.

e) additional support for learning is available to pupils with SEND?

The academy ensures to provide first quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

As well as this, we provide specific, additional and time-limited interventions for some children who need help to accelerate their progress to enable them to work at/or above age-related expectations. This can be in-class support, small group sessions, special timed programmes, and interventions from specialists if needed.

The academy organises the additional support for learning into 3 different levels (also called waves).

Wave 1 (Universal): describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing adaptive work and creating an inclusive learning environment.

Wave 2 (Targeted): describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at/or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.

Wave 3 (Specialist): describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress, or enable children to achieve their potential. This may include specialist interventions.

The provision available at each level (or wave) is summarised in our provision map.

We provide additional support for pupils with SEND to be able to access exams, when needed.

We are able to support the administration of medication if it is recommended by health professionals.

f) What extra-curricular activities are available for pupils with SEN?

The academy was able to offer a wide range of extra-curricular activities including:

- A breakfast club each morning between 8am – 8:30am
- Homework Clubs
- Lunchtime Games club
- Enrichment clubs on Tuesdays and Wednesdays - period 7
- After school clubs including homework club, sports, arts and music activities

We try to make sure that all pupils with SEND can engage in these activities of the academy alongside pupils who do not have SEND. The academy also provides opportunities for pupils to go on school trips. The SENCO supports teachers to assess benefits and risks of those trips and identify how the needs of individual pupils can be best met. If necessary, students may be accompanied by an LSA or a first aid trained member of staff.

g) What support is available for improving the emotional and social development of pupils with SEND?

The culture and structures within the academy aim to encourage the emotional and social development for all pupils, including those with SEND.

We work hard to create a culture within the academy that values all pupils, allows them to feel a sense of belonging, and makes it possible to talk about problems in a non-stigmatising way. We have clear policies on behaviour and bullying that set out the responsibilities of everyone in the academy. We have clear systems and processes so that staff can identify and respond to mental health difficulties.

For children with more complex problems, additional in-school interventions may include:

- advice and support to the pupil's teacher - to help them manage the pupil's behaviour within the classroom, taking into account the needs of the whole class.
- Small group sessions to promote positive behaviour, social development and self-esteem.
- peer mentoring - in the morning, at lunch times or after school.
- individual plans - to support pupils during transition periods, break times.
- additional support for the pupil – to help them cope better within the classroom.
- therapeutic work with the pupil, delivered by specialists (within or beyond the academy), which might take the form of cognitive behavioural therapy, behaviour modification or counselling approaches, family support and/or therapy by health professionals – to help the child and their family better understand and manage behaviour.

The culture and structures within the academy aim to encourage the emotional and social development for all pupils, including those with SEND.

4. Who is the SEN Co-Ordinator and how do I contact them?

Our Special Education Needs Coordinator (SENCO) is a qualified teacher working at the academy who has responsibility for SEND. They work closely with the head teacher and governing body, as well as all teachers. If you have concerns about your child you should speak to your child's teacher or head of year before you speak to the SENCO.

The SENCO is responsible for:

- overseeing the day-to-day operation of the academy's SEND policy
- coordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- overcoming barriers to learning and sustaining effective teaching
- managing learning support assistants
- overseeing the records of all children with SEN and Disability

- liaising with parents of children with SEND
- planning successful movement (transition) to a new class group or school
- providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies

SENCO NAME - Special Educational Needs Coordinator (SENCO for short): Ms Jessica Tacon

Email: j.tacon@highgatehill.cola.org.uk

Phone: 020 7281 3536

You can request a meeting with the SENCO by email.

5. What expertise and training do the academy staff have in relation to SEND and how will specialist expertise be secured?

The academy supports its staff to access a wide range of information on appropriate interventions for pupils with different types of need, and to access associated training to ensure they have the necessary knowledge and expertise.

The responsibility for ensuring staff have the appropriate training and expertise to meet the needs of pupils with SEN training is shared between the Head teacher, SENCO and the Governing body. We closely monitor the training and development needs of our staff through annual appraisal.

The following tables show the training and expertise of the academy staff

General SEN training for all staff 2024-2025

Details of training / expertise	% of academy staff trained
Introduction to SEND	All teaching and support staff
Adaptive teaching with a specific focus on SLCN	All teaching and support staff

Specific SEND training and expertise

Details of training / expertise	Academy staff
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Accredited SENCO (National Award)	SENCO
Epilepsy training	All staff
Epi pen training	All staff
Emotional Literacy Support	1 LSA
Lexia Programme	7 LSAs + SENCO
Supporting Exams	All LSAs
Mentoring	All LSAs

Our staff also access training and materials provided through outreach services offered to mainstream schools and academies by each of Islington's special schools. SEND training and expertise will be sought when the needs of individual children require it, for example when there is a need to prepare for a child coming to the academy.

6. What equipment and facilities are available to support pupils with SEND?

The academy office is on the ground floor. There are lifts that give access to the higher floors and there are ramps; for example from the main entrance to the playground.

We have specific equipment available for students. These include writing slopes, specialised chairs, software (Lexia, Widget and DisplayNote, Impero, Mathletics), personal laptops/ipads. The academy will consider purchasing this equipment if there is an agreed identified need. We will normally consider this at the pupil's termly or annual review, or at transition from primary school. We have a varied selection of KS3 books in large prints.

7. What are the arrangements for consulting and involving parents of children with SEND in their child's education?

All parents are encouraged to contribute to their child's education through:

- discussions with the class teachers, form tutors and heads of year
- setting and reviewing targets
- parents' consultations
- discussions with Ms Tacon - SENCO or other professionals
- commenting and contributing to assessment, planning and reviews

If your child has an Education, Health and Care plan we will discuss their progress with you every term and have a formal review with you and your child at least annually.

If we think your child needs significant amounts of extra support, we will always discuss this with you and, where appropriate, meetings with the parents and the people supporting your child can be arranged.

Where required we will arrange interpreters to enable parents to fully participate in formal meetings.

We have parents and Parent Governors who are happy to talk with prospective parents to share their experience and answer any questions you may have; if you would like to talk with one of them please contact the SENCO.

The Academy adheres to the Islington SEND Parents Charter and this has been discussed during SEND Forum Evening.

8. What are the arrangements for consulting and involving pupils with SEND in their education?

Engaging all pupils as active participants in their own education and in making a positive contribution to their school and local community is a priority for the academy. All children are consulted about their learning and how they feel about their progress.

Where pupils have SEND, we will take extra care to involve them and make sure their voice is heard. Their involvement will be tailored to each child and take into account their preferred methods of communication. This may include:

- providing them with relevant information in accessible formats
- using clear ordinary language and images rather than professional jargon
- giving them time to prepare for discussions and meetings
- dedicating time in discussions and meetings to hear their views
- involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation

- supporting their access to an adult who can help them express their views where necessary (this could be a family member or a professional)
- ensuring staff are skilled in working with children, parents and young people to help them make informed decisions and have access to training so they can do this effectively

We ensure that pupils with SEND are included and represented in the groups and activities that we have set up to listen to the views of pupils and involve them in decision-making. These groups and activities include:

- The Academy Council
- Annual pupil survey

The views of the individual child and young person sit at the heart of the SEND assessment and planning process. We will make sure that assessments include the wishes and feelings of the child, their aspirations, the outcomes they wish to seek, and the support they need to achieve them. Whenever possible, we include pupils with SEND in planning how best to support them, and in reviewing their progress. This may include the use of questionnaires, storyboards or symbols.

All pupils with SEND will have specific goals and outcomes and they will be part of the discussion to agree and review these. Where a personal budget is being used for those with an EHCP, the academy will support the child's involvement in decisions about their support.

9. What are the arrangements for parents raising concerns and making a complaint about the SEND provision at the academy?

We are committed to providing excellent services to all our children and their parents and we believe the best way to do this is to listen to your views. We encourage parents to contact us about their concerns and not to wait for the next formal opportunity to meet. So if you have something to tell us, whether good or bad, please contact the class teacher, head of year or SENCO.

If you have a complaint about SEN provision, please tell us promptly by contacting the following people in this order;

- the class teacher or head of year
- the SENCO
- The head teacher – using the main academy number
- The SEND governor (a letter can be submitted through academy office)

The SEND governor will then refer to the complaints procedure to try and address the issue.

If you need support to raise a concern or make a complaint you may want to contact:

The Special Educational Needs Community Support Service (SENDIASS)

Tel no: 0203 316 1930

Website: www.family-action.org.uk

Email: islingtonsend@family-action.org.uk

As a matter of last resort, parents can also make a formal complaint to Ofsted: guidance for parents can be found here <http://www.ofsted.gov.uk/schools/for-parents-and-carers/how-complain>, or by phone on 0300 123 4666.

Further information on local support for families of pupils with SEN can be found in the Local Offer. See question 13 below.

10. How does the academy involve others in meeting the needs of pupils with SEND and in supporting the families of such pupils?

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we seek advice and support from specialists from outside agencies such as:

- Educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers
- Therapists (including Speech and language therapists, occupational therapists and physiotherapists)
- Social workers

We always involve parents in any decision to involve specialists.

The SENCO is the person who usually coordinates the contact and works with these outside agencies. We mainly use other agencies outside of the academy to:

- help us train staff e.g. epilepsy and diabetes ,tube feeding, asthma
- get more specialised advice e.g. advice on hearing impairment
- carry out assessments e.g. a social care assessment
- ask for a service to be delivered e.g. physiotherapy
- setting programmes for implementation at home and in the academy
- review progress and plan provision e.g. at annual reviews

11. What local support is there for the parents of pupils with SEND?

Information about local support in Islington is called **The Local Offer** and is located here: www.islington.gov.uk/localoffer

The Family Information Service - 020 7527 5959

Gives free impartial information, advice and guidance about services for children, young people and families.

Email: fis@islington.gov.uk

Website: www.islington.gov.uk/fis

The Special Educational Needs Community Support Service (SENDIASS)

is based at Family Action, Northern Health Centre, 580 Holloway Rd, Islington, London N7 6LB:

Offers a range of services to assist the parents/carers of children with SEND. These include:

- Advice, information and support on Education, health and social care issues
- Support to express your views and wishes
- Support at meetings with schools and the Local Authority
- Help to complete SEN and Disability related paperwork
- Supporting young people up to 25 in their own right
- Signposting to other services

Tel no: 0203 316 1930

Website: www.family-action.org.uk

Email: islingtontsend@family-action.org.uk

12. What are the academy’s arrangements for supporting pupils with SEND when they join the academy, and supporting them to move to secondary school/further education, training or employment/adulthood and independent living?

All children and young people with SEND and their families may be particularly anxious about changing classes or “moving on” from school to school. We work with families and our partner organisations to make sure changes are planned and well managed.

Transition guide table:

	Additional arrangements for children with SEN (examples)
When moving to another school	<ul style="list-style-type: none"> ● We will contact the School SENCO and share information about the special arrangements and support that has been made to help your child achieve their learning goals. ● Swift transfer of records ● Transition meeting with the new setting ● Work with the child to prepare for the next school through: Transition books, transition programme, visual supports and visits to the next setting. This will be shared with parents and transition books that can be taken home over the holidays.
When moving groups/ forms/ classes in school	<ul style="list-style-type: none"> ● Transition meetings are held within the academy with the new class teacher. ● Work with the child to prepare for the next class through: Transition books, transition programme, visual supports and visits to the next setting. This will be shared with parents and transition books that can be taken home over the holidays.

<p>Primary to secondary transition</p>	<ul style="list-style-type: none"> ● Swift transfer of records ● Year 5 annual reviews planning meeting ● During Year 6, the SENCO will attend the Secondary Transfer Conference to discuss the specific needs of your child, and the nature and level of support which has had the most impact, with the secondary school they will be transferring to ● Additional multi-agency meetings will be arranged to create a more detailed “transition” plan which may include more visits to the new school and/or additional visits from the new school for the children where these changes are more complex.
<p>Secondary to Further Education</p>	<ul style="list-style-type: none"> ● From Year 9 onwards we will work with all students with a Statement or Education, Health and Care Plan to begin planning for life after school by developing a ‘Transition Plan’. As the young person gets older and approaches the end of their time at school that Transition Plan will become more detailed and precise.

13. Where can I find more information about SEND services in Islington and the local area (the Local Offer)?

All Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled.

The Local Offer has two key purposes:

- to provide clear, comprehensive and accessible information about the available provision and how to access it
- to make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND and their parents, and disabled young people and those with SEND, and service providers in its development and review

The Academy cooperates with the Local Authorities in the local area to:

- make families aware of the kind of support available to them and where to find the Local Offer
- help people access the Local Offer information, especially where there are barriers to them accessing it. This can include helping them to access the internet, printing off pages, explaining , interpreting and

- consult children and young people and their families directly in preparing and reviewing the Local Offer
- keeping the Local Offer information up to date and identifying gaps in provision

To find out more about the range of services on offer locally go to:

Islington Local Offer: www.islington.gov.uk/localoffer

Camden Local Offer: www.localoffer.camden.gov.uk

Hackney's Local Offer: www.hackneylocaloffer.co.uk

Haringey Local Offer: www.haringey.gov.uk/children-and-families/children-and-young-people-special-educational-needs-and-disabilities-our-local-offer

Appendix 1 External organisations

Name	Areas of expertise/ training
Richard Cloudesley Outreach Service	Children with Complex physical needs, communication, visual or hearing impairment.
The Bridge School Outreach Service	Children with Autism / Aspergers Syndrome.
Samuel Rhodes School Outreach	Children with Mild / Moderate Learning Needs and Down's Syndrome.

Educational Psychology Service	Specialist Cognitive assessments
CAMHS (Child & Adolescent Mental Health Service)	Children with social, emotional and mental health needs. Diagnostic team for ASD, ADHD and related conditions.
Children's Therapy Team (Speech & Language/Occupational Therapy)	Children with Speech and Language needs, dyspraxia, physical impairment.
New River College	Outreach Service for pupils with social, emotional and mental health needs.
Child Protection Advisors	Supporting the academy in matters around safeguarding children

SENDIASS	Supporting families of students with SEN
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Inclusion Team	Supporting parents and students around matters of inclusion
Social Services	Supporting students and families.