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Company Registration Number: 10745840 (England and Wales)

Ethos College

SEND

INFORMATION

Academic year
25/26

1	Summary	Ethos College SEND Information Report			
2	Responsible person	Lindsey Ellis – Assistant Headteacher/SENDCo			
3	Accountable ELT member	N/A			
4	Applies to	Ethos College			
5	Trustees and/or individuals who have overseen development of this policy	N/A			
6	Headteachers/Service Heads who were consulted and have given approval (if applicable)	Mel Kilner			
8	Ratifying committee(s) and date of final approval	SLT			
9	Version Number	1.4			
10	Available on	Every	Y/N	Trust Website Academy Website Staff Portal	Y/N Y/N Y/N
11	Related documents (if applicable)	• Accessibility plan; • Antibullying; • Relationship and Behaviour Policy; • Equality Information and Objectives; • Admissions Policy; • Safeguarding and Child Protection Policy; • SEND Policy; • Supporting pupils with Medical Conditions.			

12	Disseminated to	All Ethos College Staff/Stakeholders
13	Date of implementation (when shared)	October 2025
14	Date of next formal review	October 2026
15	Consulted with Recognised Trade Unions	N/A
16	Adopted by Ethos Academy Trust following consultation	N/A

Date	Version	Action	Summary of changes
September 2022	1.1	Review and amend Review and update	Review and update details and statistics
October 2023	1.2	Review and amend Review and update	Review and update details and statistics
October 2024	1.3	Review and update	Review and update details and statistics
October 2025	1.4	Review and Update	Review and update details and statistics

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Ethos College SEND Report 2025/2026

1. The Types of SEND that are Provided for

Ethos College delivers a tailored and appropriate education for the majority of pupils whose primary need, as outlined in their EHCP, is Social, Emotional and Mental Health (SEMH). Additional secondary needs are outlined below:

Areas of Diagnosed Need	Subcategory	% of cohort
SEMH	Primary area of Need	88%
	Secondary area of need	9.5%
Communication and Interaction	Primary area of need	7%
	Secondary area of need	52%
Cognition and Learning	Primary area of need	5%
	Secondary area of need	45%
Sensory and Physical	Primary area of need	0%
	Secondary area of need	9.5%

2. Consultation and Assessment of Needs

Consultations to Ethos College are made through the Local Authority SEND Commissioning Teams, following identification within a pupil's EHCP that their needs cannot be met within a mainstream setting. All pupils attending Ethos College have an EHCP naming the Academy as their designated provision.

Upon entry, each pupil's current skills and attainment levels are assessed, building on information provided by previous educational settings. Teachers carry out ongoing assessments to monitor progress and identify pupils whose development:

- Is significantly slower than that of peers starting from a similar baseline
- Does not match or exceed the pupil's previous rate of progress
- Fails to close the attainment gap with peers, despite receiving tailored support and learning strategies
- Results in a widening attainment gap

These assessments include academic progress as well as development in other areas such as social and emotional needs, using tools like Boxall profiling and sensory audits.

3. Early Identification and Collaborative Planning with Pupils and Parents/Carers

Staff will initiate early conversations with pupils and their parents/carers when considering the need for additional special educational provision. These discussions aim to:

- Build a shared understanding of the pupil's strengths and areas of need
- Ensure that parents' and carers' views and concerns are actively considered
- Clarify the intended outcomes for the pupil
- Define clear next steps and the responsibilities of all involved in achieving them
- Document the outcomes of these discussions within the pupil's individual record

4. Understanding and Monitoring Pupils' Needs and Progress

Teachers, Inclusion Workers, and Instructors work collaboratively with the SENDCo to carry out a detailed analysis of each pupil's needs. This process begins by using the pupil's EHCP - and, where available, the most recent annual review report - as a foundation for identifying appropriate provision and support.

Additional insights are gathered from:

- Staff assessments and professional knowledge of the pupil
- Records of previous progress, attainment, and behaviour
- Comparisons of the pupil's development with peers and national benchmarks
- Reports from previous educators and external professionals
- The views and experiences of parents/carers
- The pupil's own perspective
- Input from external support services, where applicable

All staff working with the pupil are informed of their needs, the outcomes identified through EHCP SMART targets, the support in place, and any specific strategies required. The impact of support and interventions is monitored and documented termly.

An annual EHCP review is conducted in line with statutory guidance. All relevant staff and external agencies involved with the pupil are invited to contribute and attend. The views of the pupil and their parents/carers are actively sought and included in the report submitted to the local authority.

5. Supporting Pupils Moving Between Phases and Preparing for Adulthood

Transitions at Ethos College are carefully planned and tailored to meet the individual needs of each pupil. On entry, pupils are supported through a bespoke induction package designed to ensure a smooth and successful transition into the setting.

As pupils approach the end of Key Stage 4 and a post-16 destination is identified, key staff work closely with the pupil, their parents/carers, and the receiving educational setting to develop a detailed transition plan. This includes agreement on the information to be shared - typically attendance, behaviour, and SEND-related data - to help the next setting prepare appropriate adjustments and interventions.

Ethos College is committed to preparing pupils for adulthood through a comprehensive PFA and careers programme. All pupils have access to:

- A dedicated careers advisor (via C&K Careers)
- A range of career talks and visits from/to post-16 providers
- Opportunities to participate in mock interviews
- Guidance and support to explore future pathways and develop aspirations

We endeavour to ensure that every pupil receives meaningful careers education, advice, and guidance that is relevant to their interests, strengths, and future goals.

6. Our Approach to Teaching Pupils with SEND

Ethos College is dedicated to supporting and enhancing the educational experience of all pupils, each of whom has an Education, Health and Care Plan (EHCP) identifying their special educational needs. Every pupil is offered access to a broad and balanced curriculum within an inclusive environment, tailored to meet both academic and individual needs. Further details about our curriculum offer can be found on our website: www.ethoscollege.uk.com

All teaching staff, including Inclusion Workers and Instructors, are responsible and accountable for the progress and development of the pupils they support. Our first response to meeting pupils' needs is through Quality First Teaching, which ensures high-quality, inclusive classroom practice that is responsive to each pupil's EHCP and individual profile.

7. Adaptations to the Curriculum and Learning Environment

At Ethos College, all pupils have an EHCP and may require a personalised approach to learning. We are committed to ensuring that every pupil can access a broad and balanced curriculum through adaptive teaching strategies that respond to individual strengths, needs, and learning profiles.

Adaptations include:

- Supporting curriculum access through flexible grouping, 1:1 instruction, varied teaching styles, and tailored nurture provision (academic, social and emotional, and practical), enabling pupils to engage meaningfully with learning.
- Adjusting staffing and resources to reflect individual needs, including the use of recommended aids such as laptops, coloured overlays, visual timetables, enlarged print, and sensory items like weighted blankets.
- Implementing responsive teaching strategies that are adjusted in real time to meet pupils' needs. This includes Examination Access Arrangements such as extended processing time, pre-teaching of key vocabulary, reading instructions aloud, and the use of scribes.

- Embedding adaptive teaching across the curriculum, with staff using ongoing assessment, observation, and pupil voice to inform and refine their approach.
- The curriculum is underpinned by the six principles of nurture and includes subjects such as English, Maths, Science, PE, PSHE, Cooking, Forest School, and personal development sessions. Sessions are delivered in small groups or on a one-to-one basis, depending on individual need, ensuring a tailored and inclusive learning experience.
- British Values and Spiritual, Moral, Social and Cultural (SMSC) development are woven throughout the curriculum. Breakfast time, core subjects, and personal development sessions provide opportunities for pupils to reflect on their own beliefs and perspectives and consider those of others, through engaging presentations on topics such as ethnicity, bullying, disability, and diversity.

8. Additional Support for Learning

Staff at Ethos College are highly skilled in delivering a wide range of interventions designed to meet the individual needs of pupils. Support is provided either on a one-to-one basis or in small groups, depending on what is most appropriate for each pupil.

A dedicated team of Intervention Instructors works specifically to address areas of need identified through Boxall profiling, delivering bespoke SEMH interventions. These targeted strategies are designed to equip pupils with the tools and coping mechanisms they need to successfully transition to the next phase of their education and navigate daily life with greater confidence and independence.

9. Expertise and Training of Staff

Staff at Ethos College are highly specialised across a range of SEND areas and engage in regular Continued Professional Development (CPD) to maintain and enhance their expertise. This includes training delivered by external specialists, as well as opportunities to share best practice across Ethos Academy Trust. Where appropriate, staff also access accredited courses and qualifications to support their development as skilled practitioners. Training and development opportunities have included:

- Intervention Instructors
- TEAM TEACH
- Safeguarding

- Adverse Childhood Experiences
- Nurture training in the Six Principles of Nurture
- Emotion Coaching and Wellbeing
- Understanding Behaviour as Communication
- Supporting SEMH Progress in the Curriculum
- Restorative Practice
- Lego Therapy
- Understanding Attachment Theory
- Trauma-Informed Practice
- PACE Approach
- Regulation Through Play

This ongoing professional development ensures that staff are equipped with the knowledge and tools to deliver high-quality, responsive support tailored to the complex needs of pupils with SEND.

10. Evaluating the Effectiveness of SEND Provision

Ethos College uses a range of approaches to assess the impact and effectiveness of provision for pupils with SEND. These include:

- Monitoring pupils' progress towards their individual EHCP targets and Boxall profile outcomes each term
- Evaluating the impact of interventions at regular intervals
- Analysing feedback from pupil questionnaires to gather insights into their experiences and progress
- Ongoing monitoring and oversight by the SENDCo
- Reviewing Supporting Me to Learn Plans to ensure they remain relevant and effective
- Conducting statutory annual EHCP reviews, with contributions from staff, external agencies, pupils, and parents/carers

This multi-layered approach ensures that provision remains responsive, targeted, and aligned with each pupil's evolving needs.

11. Support for Improving Emotional and Social Development

Throughout a pupil's time at Ethos College, parents and carers receive regular updates from key staff regarding their child's academic progress, SEMH development, and overall wellbeing. Communication is typically via phone, but may also include in-person meetings at school or at home, depending on individual circumstances.

Progress is monitored using a range of tools and strategies, including personalised interventions, Supporting Me to Learn Plans, EHCPs, teacher assessments, Boxall profiles, and SeeSaw profiles. Parents and carers are encouraged to contact the SENDCo or their child's key staff team at any time to discuss progress or raise concerns.

Ethos College maintains a **zero-tolerance approach to bullying**, as outlined in the Anti-Bullying Policy, ensuring a safe and supportive environment for all pupils.

12. Working with Other Agencies

Ethos College recognises the importance of establishing strong, collaborative relationships with external agencies to ensure the best possible outcomes for all pupils. These partnerships enhance the support available to pupils with SEND and contribute to a holistic approach to meeting their needs.

We work closely with a wide range of services, including:

- Educational Psychology Service
- Local Authority Duty and Advice Teams
- Autism Spectrum Condition Service
- ADHD Foundation
- Complex Communication and Interaction Team
- Child and Adolescent Mental Health Services (CAMHS)
- Early Help Access Team
- Kirklees Independent Advice Service (KIAS)
- SENDACT
- Locala – School Nurses and Health Visitors
- Speech and Language Therapists
- Occupational Therapists and Physiotherapists
- GPs, Consultants, and Community Paediatricians
- Hospital Consultants and Dieticians
- Police
- Youth Engagement Service
- Youth Intervention Team
- Family Support Workers
- Neurodevelopmental Pathway Referrals
- Kirklees Learning Partners
- Brunswick Centre
- C&K Careers
- Turning Point

Ethos College also works in partnership with all agencies listed on the Local Offer websites for commissioning local authorities, ensuring pupils and families have access to a comprehensive network of support.

13. Complaints about SEND Provision

In the first instance, any concerns or complaints regarding SEND provision should be directed to the SENDCo. Ethos College will then follow its formal complaints policy and procedure to address the issue.

Parents and carers of pupils with disabilities also have the right to make a disability discrimination claim to the First-tier SEND Tribunal if they believe their child has been discriminated against by the school. Claims may relate to:

- The provision of education and associated services
- The failure to make reasonable adjustments, including the provision of auxiliary aids and services
- Exclusions

14. Contact Details of Support Services for Parents/Carers of Pupils with SEND

The below providers offer free and impartial information, advice and support on special educational needs and disability:

- Kirklees Information and Advice Service (KIAS) – 07771 977384
- Bradford Special Educational Needs Information, Advice and Support Service (SENDIASS) - 01274 513300
- Wakefield SENDIASS (WESAIL) - 01924 965588
- Leeds SENDIASS - 0113 378 5020

15. Contact Details for Raising Concerns

Ethos College
Lindsey Ellis
01924 469170
lellis@eat.uk.com

16. Local Authority Local Offers

Local Offer pages provide information for families, children and young people with SEND within a central place and are specific to your local authority. Here you will find a range of information for families to establish what support is in your area for children with SEND. The site also aims to support you to make informed choices about services you may choose to use.

[Local Offer Home | Kirklees SEND Local Offer](#)
[Wakefield SEND Local Offer | Wakefield SEND Local Offer](#)
[Bradford Local Offer](#)
[Leeds SEND Local Offer | Leeds Local Offer](#)
[Calderdale SEND Local Offer | Calderdale SEND Local Offer](#)

17. Links with Other Policies and Documents

This policy links to other Ethos College policies including:

- Accessibility plan;
- Antibullying;
- Relationship and Behaviour Policy;
- Equality Information and Objectives;
- Admissions Policy;
- Safeguarding and Child Protection Policy;
- SEND Policy;
- Supporting pupils with Medical Conditions.

Area of SEN	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and/or Physical
Quality First Teaching (QFT) strategies consistently embedded	A positive and stimulating learning environment to support the learning and cognitive development of all children and young people, including specific consideration for those with additional learning and developmental needs.	A communication friendly environment to develop positive communication and interaction skills for all children and young people, including specific consideration for those with communication and interaction needs.	A whole school approach to promoting emotional health and wellbeing for all children and young people, including specific consideration for those with SEMH needs.	A whole school awareness that children have different sensory preferences and learning styles.
Assessment tools	For all: Reading age tests Spelling Age test Phonic screening English, Maths and Science baseline assessments Specific: Dyslexia (WRAT5, WRIT, CTOPP2) Visual Stress Assessment Access Arrangement testing (Supervised Rest Breaks, Extra Time)	For all: BOXALL Interventions Specific: Sensory Audit	For all: Boxall Emotion Coaching Mindfulness Sessions Specific: Sensory Audit Bespoke SEMH interventions	For all: Sensory Audit Dyspraxia screener Specific: Handwriting practice
Interventions	For all: Differentiated curriculum offer (Academic, intensive nurture catch up, vocational) Specific: 1:1 Reading/literacy support Catch up English Catch up Maths Catch up Science	For all: Access to universal sensory classroom resources Specific: Lego Therapy Metacognitive skills Social Stories	For all: Nurture approach Forest School Specific: Emotion Coaching scripts Social stories Resilience STSRP Zones of Regulation Mindfulness Wellbeing toolkit SEAL Restorative Justice ADHD strategies Trauma approach	For all: Dyspraxia interventions Specific: Sensory resources Specific Sensory and/or Physical recommendations from relevant professionals

Agency Referrals	Educational psychologist	Educational psychologist Complex Communication and Interaction Team Speech and Language Team Neurodevelopment Pathway Inclusive Development Programme – SLCN and ASD	Educational psychologist Neurodevelopment Pathway – ADHD Found. CAMHS CHEWS Northorpe Hall Wellbeing team Early Help Service YES YIT Social Care Risk and vulnerabilities referral Kooth.com The Base	Educational psychologist Occupational Therapist Visual Impairment Team Hearing Impairment Team Locala
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