



SEND Information Report

The Lodestar Academy

SEND Information Report for the Lodestar Academy

1.1 The kinds of SEND that are provided for

The Lodestar Academy currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction. For example: autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning. For example: dyslexia, dyspraxia.
- Social, emotional and mental health difficulties. For example: Attention Deficit Hyperactivity Disorder (ADHD).
- Sensory and/or physical needs. For example: visual impairments, hearing impairments, processing difficulties, epilepsy.

1.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.
- This may include progress in areas other than attainment. For example: social needs.

- Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

1.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

1.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the 4-part cycle of: **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil.
- The pupil's previous progress and attainment and behaviour.
- Other teachers' assessments, where relevant.
- The individual'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, if

relevant. The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

1.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

1.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Targeted academic interventions, both in-class, and outside the classroom setting.
- Targeted support with any disability or impairment.

1.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it. For example: by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as: laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching. For example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

1.8 Additional support for learning

We have 3 teaching assistants who are trained to deliver interventions such as in-class support, or targeted support outside the classroom.

Teaching assistants will support pupils on a 1:1 basis when necessary.

Teaching assistants will support pupils in small groups when necessary.

We work with the following agencies to provide support for pupils with SEND:

- Torbay Council's SEND Department
- Torbay Council's Vulnerable Pupils Team

- SENDIASS

1.9 Expertise and training of staff

Abi Shopland, SEND Interventions Teacher & SENDCo. Abi joined Lodestar Academy in September 2026. She holds the SENDCO Award and is experienced in supporting students and teachers to identify and apply adaptive strategies to enable all students with SEND to access a quality education where their needs are fully understood and met.

All staff receive training and guidance through the Trust Guided Pathways for Inclusion, ensuring consistent approaches and best practice.

1.10 Securing equipment and facilities

The academy recognises that pupils with SEND should be properly supported so that they have full access to education, including academy trips and physical education.

Some children may be disabled, and where this is the case, the academy will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and have an EHCP and the SEND Code of Practice (2015) is followed. Where applicable, the medical needs policy (guidance) will be followed.

1.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term.
- Reviewing the impact of interventions after 6 weeks.
- Using pupil questionnaires.
- Monitoring by the SENDCO.
- Using provision maps to measure progress.
- Holding annual reviews for pupils with statements of SEND or EHC plans.

1.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

We ensure there are no barriers to pupils with SEND enjoying the same activities as other pupils at the Lodestar Academy.

- All of our extra-curricular activities and school visits are available to all our pupils.

- All pupils are encouraged to go on our educational trip(s).
- All pupils are encouraged to take part in sports day/school plays/special workshops.
- No pupil is ever excluded from taking part in these activities because of their SEND or disability.

1.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council.
- We have a zero-tolerance approach to bullying.
- All pupils have access to trauma-informed practitioners.

1.14 Working with other agencies

This academy works in partnership with the Local Authority offer. More information about this local offer is available from:

<https://torbayfamilyhub.org.uk/local-offer/>

1.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the headteacher in the first instance. They will then be referred to the academy's Complaints, Compliments and Feedback policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

1.16 Contact details of support services for parents of pupils with SEND

Torbay SEND Team

You can find full details of the local authority's SEND offer, as well as contact details for the SEND team, at:

<https://www.torbay.gov.uk/schools-and-learning/send/local-offer/>

Alternatively, you can visit:

[https://torbayfamilyhub.org.uk/local-](https://torbayfamilyhub.org.uk/local-offer/)

[offer/](https://torbayfamilyhub.org.uk/local-offer/)

You can also view the Local Area SEND Strategy at [Torbay SEND strategy 2023 – Torbay Council](#), and the active Priority Impact Plan at: <https://torbayfamilyhub.org.uk/topic/priority-impact-plan/>

SENDIASS (Torbay)

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<https://sendiasstorbay.org.uk/>

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1.17 Contact details for raising concerns

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