



Policy Owner	Department	Effective Date	Approval Date	Review Cycle	Revision Due Date
Helene Huchet	ESLT	January 2026	January 2025	Annual	January 2027

SEND INFORMATION REPORT

Policy approver – Local Governing Body



Huxlow Academy – SEND Information for Parents and Carers

Introduction

This SEND Information Report exists to inform parents and young people in a straightforward manner about how Huxlow Academy implements its policies towards SEND. It will be updated at least once annually.

The SENDCo at Huxlow Academy is Mrs Helene Huchet. She is supported by Mrs Sandison and Mrs McDougall as well as a team of teaching assistants who assist in the coordination of provision for students with SEND.

The SENDCo can be contacted via the main school telephone number, or by email: h.huchet@huxlow.northants.sch.uk or for an appointment via a.sandinson@huxlow.northants.sch.uk

T 01933 650496

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Headteacher Mrs K Isaksen



Huxlow Academy

Ambition • Respect • Pride

Huxlow Academy is a mixed 11-18 secondary school in Irthingborough, Northants. We serve a wide local community. We are a smaller than average secondary school with around 800 students. We provide a stable, caring environment in which all students are known and valued.

How we identify when a student needs extra help

We look at four broad areas of need (from the SEND Code of Practice). A child may fit one area or several, and needs can change over time.

- **Communication & Interaction:** e.g., speech and language needs, autism.
- **Cognition & Learning:** e.g., dyslexia, dyscalculia, dyspraxia, or broader learning difficulties.
- **Social, Emotional & Mental Health (SEMH):** e.g., ADHD, anxiety, attachment needs.
- **Sensory &/or Physical:** e.g., vision/hearing impairment, physical disability.

Support for SEND means help that is additional to or different from what all students receive. We identify needs by:

- Liaising with primary/previous schools.
- Looking at classwork, assessments and progress against age expectations.
- Listening to concerns from parents/carers, teachers and the student.
- Using screening tools and standardised tests where they are helpful.

If a student is identified with SEND (e.g., assessment, diagnosis, or external reports), they are added to our SEND register. All students on the register are supported in lessons via our **Universal offer**. Access to the universal offer is termly evaluated and professional discussions support how students can be helped in their lessons. This is reviewed regularly.

If you think your child may have SEND

Please contact your child's tutor first. You can also reach the Head of Year or the SENDCo. We will discuss your concerns, which may lead to classroom observations, screening and/or standardised tests. We will explain any results clearly and agree on the next steps together. Where helpful, we will signpost or refer to appropriate external services.



How we support students

Our aim is to help every student unlock their potential. Subject teachers are responsible for progress in their lessons and adapt teaching so all students can access the curriculum.

The SENDCo makes sure teachers:

- have the right information and training about students' needs.
- use strategies that work for individual learners.
- have support planning and reviewing provisions.

Every student on SEND support has a Pupil Passport with practical classroom strategies. This is reviewed and updated regularly and is available to teachers on our secure systems.

All students on SEND register will be monitored through this 3 stages process:

Stage 1 (in-class) our Universal offer for students with identified needs is built on three core pillars:

Environment & Structure: Whether supporting students with ADHD, ASD, or SEMH, we prioritise creating predictable, organised, and low-arousal environments. This includes clear boundaries, and consistent routines to reduce anxiety and cognitive load.

Adaptive Teaching & Communication: We remove barriers for students with SpLD and communication needs by chunking instructions, using visual supports, and providing scaffolded resources. We focus on "presentation and accessibility" to ensure every student can access the curriculum.

Regulation & Relationships: We recognise that emotional stability is the foundation of learning. Through trauma-informed practice, movement breaks, and explicit teaching of regulation skills, we support students to manage their energy and feel psychologically safe.

Stage 2 (small-group): short term interventions which include (not exhaustive) social skills, mindfulness, executive function skills, motor sensory, fine motor sensory , study skills, lunch club- safe base, numeracy and literacy, anxiety management.

Stage 3 (structured programmes using provisional planner) 1-to-1 interventions, access to EHCP, annual and termly reviews, external professionals / experts, assistive technology - access to a Chromebook , individual sensory plans,

We review progress every 12 weeks using our Provisional mapper to gather evidence and adjust support as needed.



Keeping you informed

We offer an **open-door** approach (by appointment). You can contact staff by email, student planner, or via the school office. You will also receive:

- Parents' evenings (at least one per year group).
- Termly progress checks with attainment and attitude to learning.
- For students with an EHCP, an Annual Review and termly reviews with parents, staff and any involved agencies.

Pastoral, medical and wellbeing support

Our Huxlow Support Centre is open from 8:30am for drop-in help and a quieter social space at break and lunch. Staff are trained Mental Health First Aiders and offer mentoring around:

- Emotional wellbeing, anxiety, confidence and friendships
- Organisation, study skills and problem-solving
- Goal-setting and positive routines

We also have a part-time School Counsellor. Students who find busy spaces difficult can use supported quiet areas at social times.

If a student becomes unwell, our First Aider lead, Mrs Hennessy will assess and contact parents if collection is needed. Staff receive annual training for emergency medication (e.g., EpiPens) and are briefed on significant medical needs.

Medicines in school

- A parent must hand medicines to First Aid.

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- We record the student name, DOB, medicine, dose, date and time.
- Medicines are stored securely and administered/recorded by First Aid.

Behaviour, attendance and inclusion

We use a positive behaviour system alongside clear consequences (see our Behaviour Policy). Where behaviour or attendance affects learning, we work with parents and, if needed, external agencies. Plans may include mentoring, targeted SEMH support, or workshops with the School Counsellor/EHOS team.

Student voice

Students' views matter. We gather feedback through student voice activities, panels, surveys and meetings. For EHCP reviews, we always include the young person's views.

Specialist services we use

Depending on need, we may involve: School Nursing, GPs/paediatrics, CAMHS, Speech & Language Therapy, Occupational Therapy, Educational Psychology, MHST, Service Six Counselling, Happy Child Agency, SSS and ASD/ADHD support teams, among others.

Staff training

SEND training is ongoing for teachers and TAs and reflects current student needs (e.g., autism awareness, dyslexia-friendly practice, SEMH strategies). We also share training with local schools and work with specialist agencies. The SENDCo provides regular briefings on new students and updated strategies.

Trips and activities

All students should be included in trips and extra-curricular activities. We carry out risk assessments and provide reasonable adjustments. Where possible, a familiar TA will accompany a student who needs additional support.

Accessibility

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Most ground-floor areas are accessible. If needed, we will re-room lessons to ensure access. For significant physical or sensory needs, a Northants Health & Safety Adviser can assess the site and recommend adjustments.

Joining, moving on, and transitions

Primary to Secondary (KS2–KS3):

- One Year 6 Intake Day (early July) for all students plus an Intake Evening (late June).
- For all students with identified needs by their primary schools, there will be additional transition days, visits offered and meetings with parents to prepare their start in September.
- The SENDCo and Head of Year 7 visit primary schools to gather information and meet students.
- Tutors and teachers receive key information before September.

Options and Exams (KS3–KS4):

- Year 9 options guidance (GCSE/BTEC).
- Testing for exam access arrangements (per JCQ criteria) where appropriate.
- Careers education, 1-to-1 guidance, and links with colleges/universities.

Mid-year admissions:

- We organise meetings with the SENCO and the Head of Year, a buddy/ambassador, and contact with the previous school.

Moving to another school/college:

- We liaise to transfer information, including exam access arrangements.

Funding, resources and deciding support

We allocate resources based on need so students with the most complex needs receive the most support. Decisions are made by the SENDCo with input from teachers, year teams and families. We review support regularly and adjust if needs change.

Measuring impact

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We look for:

- Academic progress towards/at age-related expectations.
- Narrowing gaps with peers.
- Positive feedback from students, parents and teachers.
- Improved independence and engagement. Students may move off the SEND register when sustained progress is evident.

Concerns or complaints

Please speak to your child's tutor or their head of year first. You can also request a meeting with the SENDCo or the Headteacher. A nominated SEND governor is available via the school if needed.

The Local Offer

Every local authority publishes services for children and young people with SEND (0–25). North Northamptonshire's Local Offer:

<https://www.northnorthants.gov.uk/schools-and-education/local-offer-send-and-ehc-plans>