

SEND Information Report

Policy Sign off

	Reviewer	Approver	Date
Reviewer / approver	SENCO: Tom Jacob Trust SENCO: Monika McIvor SEND Link Governor: Hollie Reynolds	LAC	Autumn 2025
Next Review			Autumn 2026

Related policies: SEND Policy, Admissions Policy, Behaviour for Learning Policy, Accessibility Plan, Equality Policy, Managing Medical Conditions, SEND Policy

At Paxton Academy, we believe that children flourish when they feel **safe, understood and valued**. Every child is unique, and we celebrate the different strengths, interests and personalities that make up our school community. We know that learning does not look the same for every child, and some may need additional time, support or approaches to help them thrive.

Our aim is to walk alongside children and families, offering understanding, compassion and high-quality support at every stage. We want school to feel like a place of **belonging**, where your child is known well and recognised for who they are.

We support children with needs across:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical Needs**

Our whole-school message is simple and genuine: **Inclusion is Everyone's Responsibility**. We work as a team - child, home and school together.

SEN Team and Contact Information

SENCO: *Tom Jacob*

Trust SENCO: *Monika McIvor*

SEND Link Governor: *Hollie Reynolds*

If you would like to speak with us about your child, please email:

admin@paxtonacademy.org.uk

and write **FAO SENCo** in the subject line.

We will always make time to listen.

1. If You Are Worried About Your Child

It is absolutely okay to have questions or concerns — noticing something and speaking up is an act of care. You know your child better than anyone, and your observations and instincts matter to us.

Your first step is simply to speak with your child's class teacher.

They will:

- listen carefully
- talk through examples from the classroom
- begin exploring what support may be helpful

If concerns continue, the SENCO will become involved. We will work with you at a pace that feels supportive, not rushed.

You will *never* be made to feel that your concern is "too small" — every conversation is welcomed.

2. How We Identify and Understand Needs

When a child is finding something more difficult, our first priority is to understand **why**. We take time to notice patterns, strengths and barriers. We observe gently, without judgment, and we include the child's voice in the process wherever possible.

We may:

- look at progress and learning in class
- check how the child responds in different situations
- speak to you about what you notice at home
- consult external professionals if helpful

We never reduce children to labels or assumptions.

We start with **who they are**, not just how they are performing.

3. How We Support Children in School

Support begins in the classroom — through **adaptive teaching** and a calm, predictable environment. This means lessons are shaped in ways that help children understand and engage.

For example:

- breaking down written tasks into smaller parts
- supporting vocabulary and oral language
- offering safe and quiet spaces for regulation
- building confidence before independence

If more is needed, we plan additional support that is purposeful and gentle — never overwhelming. This may include:

- small group sessions
- targeted intervention
- 1:1 mentoring or emotional support

And if useful, we may work with external specialists to deepen understanding and strategies.

4. Working in Partnership with Families

We believe in **working alongside you**, not advising *at* you.

Support is most effective when home and school talk openly and respect each other's perspective.

We will:

- keep you informed about work in school
- ask for your insight and experience
- involve you in every plan and review

We hope these meetings feel positive and collaborative — like we are building something *together*.

Your voice matters, and your child's voice matters too.

5. Support Plans and Reviews

Some children have:

- **One Page Profiles** (what helps me learn best)
- **Support Plans** (individual learning or regulation goals)
- **Care Plans** (for medical needs)

These are reviewed *with you*, not just *for you*, at least termly.

If your child has an **EHCP**, we also hold an **Annual Review** that is centered on their progress, well-being and future needs.

We celebrate successes — even the small steps — because they are meaningful.

6. Accessibility and the Environment

We work to ensure the school is a place where children feel comfortable and able to learn. This includes:

- Lift and accessible facilities
- Sensory and calm spaces
- Flexible seating and work areas
- Adjustments to routines where needed

A child's environment should support them, not challenge them.

7. Clubs, Trips and Experiences

Every child is encouraged to take part in the full life of the school — including sports, clubs, performances, events and trips.

We plan ahead, adapt where necessary, and ensure no child is excluded from the experiences that build joy, belonging and confidence.

8. Transitions

Transitions can feel big for children and families — whether starting school, moving year groups, or transferring to secondary school.

We support transitions with warmth, structure and time.

We may offer:

- extra visits
- picture books or social stories
- staff introductions
- quiet tours when spaces are empty
- opportunities to ask questions and explore feelings

We want your child to feel prepared — not rushed or overwhelmed.

9. External Specialists

When needed, we work closely with:

- Speech and Language Therapists
- Occupational Therapists
- Educational Psychologists
- CAMHS
- School Nursing Team
- Early Help and Social Care

Referrals are always discussed with you first, and your consent is sought.

10. If Things Don't Feel Right

If at any point you feel unsure, overwhelmed, or concerned, please reach out. We will always meet these conversations with kindness and openness.

Steps:

1. Speak with your child's class teacher.
2. If needed, request to speak with the SENCo (via admin@paxtonacademy.org.uk, FAO SENCo).
3. The Headteacher is also available to support where needed.
4. If further resolution is required, please refer to the school's Complaints Policy.

You may also access independent support from **Croydon SENDIASS**, who provide free, confidential guidance to families.