Cambridge Park Academy

SEN Information Report for Academic Year 2026/2027

Approved by:	Local Governing Body
Created:	Vicky McGuire
Amended:	September 2026
New review date:	September 2027

This information report has been prepared by Vicky McGuire and will be approved by the Local Governing Body on 9TH November 2026 for publication on the website.

The SEN Information Report is part of a wider suite of documents relating to SEN, disability and inclusion which can be found here- https://www.cambridgepark.co.uk/key_info/policies/policies.html In particular, it should be read alongside the school's SEN policy.

The school makes provision for the following kinds of SEN	*As a specialist setting Cambridge Park Academy caters for pupils with a range of complex needs including severe learning difficulties/disabilities (SLD) and autism. Approximately 48% of pupils attending the academy have a diagnosis of autism or communication and interaction associated with an autistic profile.*
The school identifies and assesses SEN by:	*All pupils attending Cambridge Park Academy already have an identified primary need set out within their EHCP. If parents, staff or external professionals identify the possibility of additional needs that require assessment, the pastoral team have the capacity to access referrals to the relevant local pathway offer.*
The school ensures that the admissions process if fair for pupils with SEN or a disability by	*The Local Authority determines which pupils are admitted to the school and supports those pupils placed here. The Local Authority moderates all applications and decides which pupils are most suitable for placement, in agreement with the school. Occasionally assessment places are offered to pupils who are new to the area. There is an appeal process for families who make an unsuccessful bid for a place at the school for their child.*
The school supports SEN in accordance with its policy framework which is set out at:	*Set out links to the relevant policies (SEN, Equalities, Inclusion). A general paragraph may assist in the provision of further information – "These policies set out the school's approach to* • *Assessing and review the progress of children with SEND;* • *Teaching children with SEND;* • *Adapting the curriculum and learning environment for children with SEND;* • *Making decisions on additional support in relation to children with SEND;* • *Ensuring inclusion of children with SEND with children without such needs across all school activities;*

	• *Supporting the emotional, social and mental development of children with SEND; and* • *Evaluating the effectiveness of our provision for our children with SEND."*
The school's SENCO's details are:	*Miss Vicky McGuire* *vmcguire@cambridgepark.het.academy* *01472 230110*
The school's staff have been trained and have expertise in the following areas:	*All staff are trained in positive behaviour management (Team Teach)* *All staff have attended the Autism Education Trust (AET) Making Sense of Autism training* *All staff have attended SCERTS Training with Dr Emily Rueben* *Other relevant training – cohort specific relating to class teams* • *PECS* • *Visual communication systems* • *AET Good Autism Practice* • *Engagement model* • *Attention Autism*
The school will secure equipment and facilities for children with SEND by:	*Subject leads ensure that the identified needs of the children dictate spending in line with requirements.* *Provision identified through pupil's individual EHCPs inform spending.* *The Academy has an ever-growing strategy to develop grant applications. In the past academic year the Academy's English Lead was successful in securing a £10,000 grant to spend on books*

The school aims to involve the parents and children with SEND in the education of the children and will do so by:	*Cambridge Park Academy ensures that statutory timelines with respect to reviewing EHCPs are strategically planned. Annual reviews are scheduled by the SEN Administrator. Paperwork is shared with parents in a timely manner prior to the meeting via the Local Authority Hub to ensure their views are gathered.* *The Academy employs a Personal Development and Transition Lead who is responsible for organising regular coffee mornings. This allows for external professionals to engage with parents in a less formal environment.* *A parental survey is completed twice per year to gather parent voice* *Parents evening is held twice yearly. Parents are invited to meet with the class teacher to discuss their child's progress.* *At the end of the Academic year, when pupils move class or have a new teacher for the upcoming academic year, the Academy ensures transition is supported with a "meet the Teacher" event at which parents and cares meet the child's new team.*
Any concerns or complaints raised by a parent of a child with SEND will be dealt with by the school by:	*Any concerns can be raised to the Principal or the Senior Leadership team. The link below is for the Trust Complaints Procedure.* *https://www.humbereducationtrust.co.uk/policies*
The school works with other agencies to support children with SEND and their families by:	*The Academy works co-productively with a range of external services which include –* • *NHS Speech and Language Service* • *Speech Lincs – Independent Specialist Speech and Language Therapist* • *Compass Go* • *Young Minds Matter* • *Helping Hands – Play Therapist* • *Art Therapist* • *Children's Disability Service – Social Care*
The school acknowledges that parents of children with SEND sometimes need additional independent support and the local independent advice and support service can be contacted at:	*SENDIASS Grimsby* *Tel – 01472 326323* *ask@nelsendiass.org.uk*

The school works on transition arrangements for children joining or leaving the school by:	*The Academy employs a "Transition Lead" to ensure that when pupils leave the Academy, they are fully equipped for their next phase. Transition is personalised to each pupil to ensure that it supports both academic and emotional well-being.* *The transition process begins in Year 9 with future planning being of high importance. This can take shape dependent on need.* *When new pupils are enrolled at the Academy, a series of meetings are arranged with the child's class teacher, the Attendance officer, and if required, the departmental safeguarding officer. This is to establish and fully understand each pupil's individual needs ensuring that provision is carefully considered.* *Pupils are encouraged to look around the Academy once a class has been allocated. The class teacher ensures that*
The Local Offer produced by the North East Lincolnshire Council Local Authority is available at:	*https://sendlocaloffer.nelincs.gov.uk/*