EBN Academy 2

SEND Information Report 2026-2027

EBN Academy 2 is a mixed KS3 & KS4 school which caters for 78 full time equivalent students from 13 to 16 years of age. Mainstream schools refer students who are at risk of permanent exclusion.

All Students are 'dual registered' meaning they remain on their school's register as well as the EBN2 register.

EBN2 seeks to provide a secure, yet challenging environment in which all young people will achieve their full potential, regardless of needs or abilities.

We endeavour to integrate students with a wide range of special educational needs as fully as possible into the educational and social life of the school, encouraging them to feel valued, happy and active members of our community.

We recognise that all staff share the responsibility for recognising and supporting students' special educational needs, and that a teamwork approach will provide the security and balance needed by students requiring extra support for their learning.

The following SEND Information Report meets the requirements of the regulations that came into force in January 2015. In these regulations "the Act" means the Students and Families Act 2014. This SEND report addresses the questions asked in clause 65 of the Act.

How does the school know if students need extra help and what should I do if I think my child has special educational needs?	At EBN2 students are identified as having SEN through a variety of ways including the following: - • Liaison with the home school. • All new admissions undergo an Induction Programme that includes a 1:1 interview followed up by a telephone meeting with parents, a literacy and numeracy baseline, and diagnostic assessments. From this process a baseline of need is established that allows for the planning of challenging learning. It also provides for, where required, interventions to support learning and/or social development. • Concerns arisen through parents/carers. • Liaison with external agencies. • Health diagnosis through a health professional where relevant
How will I raise	• Please talk to us first – firstly contact your child's tutor, our

concerns if I need to?	Assistant Head Teacher SENDCO or our Pastoral Manager • We pride ourselves on building positive relationships with parents and carers. We are open and honest with parents and carers and hope they are able to do the same with us.
How will school support my child?	• Our Assistant Head Teacher SENDCO oversees all support and progress of any student with SEN/additional needs requiring additional support across the school in liaison with the school's Head Teacher or our Pastoral Manager • All students will have a bespoke provision plan that will include details of their needs, their voice on what didn't work in their previous school and SENDCO advice on how teachers can adapt the lesson. Students who are on the SEND register will additionally have a target they are working on for the term. • All staff are provided with the provision plan which provides information identifying student's strengths and challenges and indicating strategies/resources to be used in the classroom and beyond to support all learning and social development to ensure that progress is made. • The subject teachers will oversee, plan and work with each student with SEND in their class to ensure that progress is made. • There may be a Personal Coach working with your child individually in 1:1 or small group mentoring. • Your child may take part in interventions provided outside the classroom and may be removed from lessons or tutor time in order to boost attainment and/or develop social skills during an intensive intervention. • The regularity of these sessions will be explained to the parents and carers when the support starts, and regular feedback will be provided on the student's progress.
Who will explain this to me?	• The Head Teacher, Assistant Head Teacher or induction lead will meet with parents and carers as part of the student's initial meeting to discuss their child's needs, support and progress. • A member of the Pastoral Team under the guidance of the Head Teacher and Assistant Head Teacher will hold reviews with the parents and student to provide support and updates on the student and their progress at least termly. • The Assistant Head Teacher or Form Tutor are available to discuss support in more detail if further information is required.
How are the Governing Body involved and what are their responsibilities?	• At EBN Academy Phil Melling is the named Trustee with responsibility for SEND. • The Assistant Head Teacher and the SEND Local Governing Board monitor the progress of all students throughout the school by auditing books, planning, marking and observing teachers, ensuring the needs of all students, including those with SEND are met and progress is being made. • The Head Teacher reports to the Local Governing Board every term to inform them about the progress of children/young people with SEND; this report does not refer to individual students by name and confidentiality is maintained at all times.

How will the curriculum be matched to my child's needs?	What are the school's approaches to differentiation and how will it help my child? • All work within the subject classes is pitched at an appropriate level so that all students are able to access them. • Teachers adapt their lessons according to the data and identified needs of the students and all benefit from personalised learning, meaning that their learning is suitable for their level of understanding, encouraging challenge and risk, without feeling unable to complete tasks. • Students have set targets and support to make progress, which is shared with all staff
How will I know how my child is doing and how will you help me to support my child's learning?	• We offer an open door policy where you are welcome at any time to make an appointment to meet with your identified contact, the form tutor, Pastoral Manager or Assistant Head Teacher to discuss how your child is getting on. We can offer advice and practical ways for you to support your child at home. • We believe that your child's education should be a partnership between parents and teachers; therefore, we aim to keep communication channels open and communicate regularly. • We provide regular contact with parents outlining progress being made and, for SEND students, termly meetings plus additional meetings where required. A member of the Pastoral Team under the guidance of the Assistant Head Teacher SENDCO to review progress with regards to the outcomes of interventions/provision.
How does the school know how well my child is doing?	• As a school, we measure student's progress in learning against national expectations and age related expectations but also take into account their starting point on entry to the school based upon their baseline assessment upon entry. • The subject teacher continually assesses each student, through questioning in lessons, marking books and formal assessments. • All teachers know what the students need to do to improve progress and ensure that this is written into their lesson plans. • As a school we track student progress from entry, using a variety of different methods, including levels/grades, spelling and reading tests and formative assessments. • Students who are not making expected progress are picked up through the student pupil review process and whole school meetings. In these meetings a discussion will take place concerning why the individual student is experiencing difficulty and what further support is required/to be provided. • Further progress tracking will be made by the Assistant Head Teacher and Pastoral Team who will also meet to discuss any students who are not making progress and decide what support and interventions need to be put in place to ensure that the student does make the expected levels of progress. • When a child's support is reviewed, comments are made against each target to demonstrate what progress has been

	made. If the student has not met the targets, the reasons for this will be discussed, then the target(s) may be adapted into smaller steps, or a different approach may be tried to ensure the student does make progress in the future.
What support will there be for my child's overall well being?	What is the pastoral social and medical support available in the school? • We are an inclusive school, welcoming and celebrating diversity. We believe that developing and maintaining high levels of self-esteem is crucial to a child's or young person's well-being. We have a caring understanding team looking after our students. • The Head Teacher, Assistant Head Teacher, Pastoral Manager and our tutors have overall responsibility for the pastoral, medical and social care of every child. This should be the parent's/carer's first point of contact. If our staff require advice on a student's pastoral, medical or social care, they liaise with the Assistant Head Teacher or Pastoral Manager. For us to resolve an issue, we may work alongside outside agencies such as Health and Social Services and/or advisory services. The school has access to the school Nurse who supports the medical and well-being needs of all students. • EBN works closely with the Team around the Family to provide support for parents/carers.
How does the school manage the administration of medicines?	• Parents/carers must contact the school office if medication prescribed by health professionals, is to be administered during the school day to enable all legal requirements to be met. • On a day to day basis an identified member of staff will oversee the administration of medicines. All medicines are kept in a locked cabinet in a safe room with a record sheet which records the student's name, date and time of medication administered. • As a staff, we have regular training and updates of conditions and medication affecting individual students so that all staff are able to manage medical situations. • A student presenting with an unfamiliar medical condition, would result in the centre carrying out a risk assessment and training staff as necessary.
What support is there for behaviour and increasing attendance?	• As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and students. • The Pastoral Team works closely with the Assistant Head Teacher SENDCO to ensure that any well being issues are dealt with immediately and that the progress of the student is unhindered. • All students have clear directives regarding their behaviour, these are reviewed daily by all staff in a meeting, ensuring that any behaviour issues are dealt with and modified. • After any behaviour incident we expect the student to reflect on their behaviour through a restorative justice process in line with school policy. This helps to identify why the incident happened and what they need to do differently next time to change and improve their behaviour.

	• If behaviours are a result of a special educational need the Assistant Head Teacher SENDCO may become involved, where specific advice/help is needed. • Attendance of every student is monitored on a daily basis by the Attendance Officer and regular reports are given to the Senior Leadership Team (SLT). • The form tutor and Attendance Officer supports students with poor attendance through safe and well calls and the Attendance Officer visits students' homes to improve engagement and discuss obstacles to attendance.
How will my child be able to contribute to their review?	• We value and celebrate each student being able to express their views on all aspects of school life. We provide for student sessions with an identified Personal Coach, allowing students to express their concerns in a respectful way. • All students have learning support actions that identify their needs and indicate the resources and support allocated to support their learning. All plans are discussed with the student by the Pastoral Team, and these are reviewed at their termly meeting where we discuss impact and progress. Their input is invaluable in helping the school to plan and manage any changes required to ensure a clear continuum of progress. • The staff are readily available and accessible for students and students are encouraged to discuss any concerns, worries or suggestions with their personal coach or tutor.
What specialist services and expertise are available at or accessed by the school?	• As a school we work closely with any commissioning schools and external agencies that are relevant to any of our student's needs within our school including: Educational Psychologist, Specialist teachers/ advisers, Health, including school nurse, clinical psychologist, paediatricians, speech and language therapists, occupational therapists, and social services.
What training have the staff supporting students with SEND received or are currently having?	• The school has an ongoing programme of professional development (CPD) for all staff, which includes guidance on SEND. SEND guidance is delivered by our SENDCO and a range of external providers who focus on areas of expertise in all four areas as set down in the SEND Code of Practice 2015: Communication & Interaction, Cognition and Learning, Social, Emotional and Mental Health issues and Sensory and/or Physical Needs. We also draw on the expertise of our partner schools to improve our own staff's skills and understanding.
How will my child be included in activities outside the classroom including school trips?	• All of our students are included in the school curriculum, an important part of which is school trips. We will provide the necessary support to ensure that all students, including those with SEND can access trips and visits successfully. • A risk assessment is carried out prior to any off site activity to ensure anyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a student to take part in an activity, then alternative activities which cover the same curriculum areas will be provided in school.
How accessible is the school environment?	• The school site is fully accessible. Ramps are available for wheelchair access and a lift is available to access upper

	floor levels. The school has disabled toilets on each floor that are accessible via a lift. The school does not have designated parking due to the position of the site, but parking is available locally that is fully accessible.
How will the school prepare and support my child when joining our school or accessing alternative provision?	• We arrange for all new students to visit our school prior to starting, where they will meet the Head Teacher or Assistant Head Teacher prior to entry. • On entry to the school each student will undertake an induction programme that provides for a full assessment of need and prepares them for life in their new school. • When young people are preparing to embark upon course provided by an alternative provider the Senior Personal Coach with responsibility for overseeing this will visit the placement to discuss the needs of the student and to ensure everything is arranged and in place prior to the students' start date. At the outset the Senior Personal Coach and AP coordinator will visit the placement with the student and from this point on provide ongoing monitoring /support. • We liaise closely with staff from the referring school before receiving students who have been allocated a place at our school. We ensure all relevant paperwork is passed on to us and all needs are discussed and understood.
How are the school's resources allocated and matched to the student's SEND needs?	• Our class sizes are small with up to 10 students in each teaching group. This allows for much greater levels of teacher inter-action and support. • All students have a timetable. • Assessment on entry, which establishes their levels and guides teachers planning. • Additional support is provided for students who are at risk of underachieving. • All SEND students have access to Quality First and Adaptive Teaching with identified strategies/resources in place to meet individual need. In addition, a range of interventions may be provided targeted to meet their identified needs. This may include 1:1 teaching/support and access to a number of outside agencies/support staff who advise and deliver specific interventions.
How is the decision made about what and how much support my child will receive?	• The Assistant Head Teacher SENCO and Pastoral Manager will regularly discuss the student's needs and what support would be appropriate. • Pupil Premium and SEND students are regularly discussed to review the progress they are making and to review the type of support being provided, aligned to their need. • The Assistant Head Teacher SENDCO and Pastoral Manager, along with, where required, subject teachers and tutors will discuss what interventions may be put in place to support a pupil and, upon agreement, those interventions will be actioned. • Different levels of support will be required for individual students according to special educational need. Each student's identified programme of support will be guided by advice received from in school and external assessments to support the child in achieving expected levels of progress and targets.

	• EBN tracks and monitors teaching and learning, it is essential that teachers deliver quality lessons to all students, ensuring that they make good progress in every lesson and that each teacher uses assessment for learning to plan interventions and differentiation for their lessons and the students. • We also ensure that you are kept up to date at all times about your child's progress through regular contact via form tutors.
How do we know it has had an impact?	• By reviewing the student's provision plan on a regular basis in relation to feedback received from staff (more often if required) and ensuring that they are fit for purpose in meeting your child's needs. • The pupil is making expected progress academically set against the initial baseline assessment upon entry to our school and are narrowing gaps catching up national /age levels. • Regular pupil progress meetings that could include any of the following staff: subject teachers, Personal Coaches, and the Assistant Head Teachers where progress of the students are discussed, and interventions monitored. • Verbal feedback from the teacher, student parent/carer.
Who can I contact for further information?	• The first point of contact should be your child's tutor. • You could also contact the Pastoral Manager/Assistant Head Teacher SENDCO to discuss issues of concern. • Look at the SEND Policy on our website for further information.