

Sirius Academy North

SEND Information Report

2025 – 26

This SEND Information Report is written to comply with the [SEND Code of Practice \(2015\)](#) which requires all maintained schools, academies and maintained nursery schools to publish information on their websites about the implementation of their policy for pupils with SEND.

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Date for Review: September 2026

Written by: Mrs L Reed

Assistant Head Teacher – Learning Support and Inclusion

What kinds of Special Educational Needs and Disabilities (SEND) do we provide for at Sirius Academy North?

As an Academy, we seek to develop inclusive values between staff, students and parents/carers and remove barriers to learning and participation. We aim to offer the appropriate support to all students whatever their individual needs.

At Sirius Academy North we welcome and support students with a wide range of barriers to their learning under each of the four broad categories of need set out in the SEND Code of Practice:

Communication and Interaction / C&I – This includes students for whom their speech, language or communication is a barrier to learning, some students in this category of need may also have a social communication difficulty or an autism diagnosis.

Cognition and Learning / C&L– This includes students who may demonstrate a “spikey” profile in their learning skills with a barrier in a specific area of learning. This is known as a Specific Learning Difficulty (SpLD) and can also include those who are diagnosed with conditions such as dyslexia or dyscalculia. For those students who are experiencing barriers to learning across the range of learning skills and developmental areas, they are identified as having a general learning difficulty such as a moderate (MLD) or severe learning difficulty (SLD).

Social, Emotional and Mental Health / SEMH– For some students their emotional wellbeing or mental health may present a barrier to their learning. This can include anxiety, depression, self-harm or in some cases an eating/additional disorder. Some students may have diagnoses such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or Physical Disabilities / SPD/PD – For some students a physical disability (PD) may prevent them from making use of the facilities ordinarily available to students of the same age and they may require special educational provision to be put in place to enable them to access their learning. This also includes students with a hearing impairment (HI) or a visual impairment (VI).

How do we identify students with SEND and assess their needs?

A student is identified as having a special education need if their barriers to learning lead to a requirement to implement a special educational provision. Special educational provision is that which is additional to or different from what is ordinarily available to students of the same age. For some students with barriers to learning they can be effectively supported through High Quality Teaching, and they will not require any additional special educational provision.

Early identification and support is vital and so staff, students and parents are actively encouraged to raise any concerns they have for a student’s progress or development.

Where school staff are concerned about a student, they can raise a SEN concern through the SEND Initial Concern Form. Staff should detail:

- The nature of the concern
- What the student finds difficult
- What strategies they have tried to support the student and any impact of this
- Confirmation that concerns have been discussed with the student and anything the student has raised with them
- Confirmation that concerns have been discussed with the student’s parents/carers and any response they have shared

These concerns should be raised via email to: send@siriusacademynorth.org.uk

Where parents/carers have concerns they should discuss these with the student's subject teacher or for more general concerns with the SENCO / Appropriate SEND Team professionals.

If students are concerned about their progress or are finding learning difficult then they are encouraged to discuss this with a trusted adult in school. This may be their lesson 1 teacher, a subject teacher, a year leader or other member of staff, who will be able to share their concerns with the SENCO/SEND Team professionals as appropriate.

On receipt of the initial concern this will be considered and may lead to one or more of the following:

- Round robins seeking feedback from other staff members
- Screening assessments
- Further recommendations for classroom strategies
- A period of monitoring
- A one-page profile
- Further standardised assessments
- Targeted interventions
- Being placed on the SEN register

This will enable the school to identify students' barriers to learning and accurately identify their primary category of need on the SEN Register. For some students they may have a secondary category of need which can also be identified.

How do we monitor and review student's progress towards their intended outcomes?

All student's progress will be evaluated alongside their targets which provide a guide to future expectations of attainment and progress, based upon their age, prior attainment and levels of progress previously demonstrated.

All students in school have their progress monitored through the Whole School assessment processes. Assessment strategies include both formative and summative assessment:

Formative Assessment is an evaluation of a learner's knowledge as they are working. Classroom practitioners will use this real time assessment to track performance and to reshape their teaching and support to ensure the best outcomes for the learner. Strategies which may be used to support formative assessment may include:

- Questioning
- Short tasks
- Impromptu quiz's
- Polls
- Entry or Exit Slips
- Learners Self-Assessment. For example, use of Red/Amber/Green to rate their own understanding

Summative Assessment happens at the end of a course or topic and evaluates a learner's skills and achievements within the area of work. Summative Assessment may take the following forms:

- End of unit tests
- Written Assessments
- Performance Assessments (often through observation in practical tasks)

- Forensic Assessments
- External formal examinations (Such as GCSE's, Entry Level Qualifications)

Approaches to both formative and summative assessment vary depending on the subject's requirements, however all students complete forensic assessments which inform monitoring of progress towards outcomes.

In addition to whole school progress reporting all students have the opportunity for them and their parents/carers to meet with subject teachers to discuss their progress further. Progress consultation evenings, which take place at least once a year for each year group.

Students identified as having a Special Educational Need will have their support monitored through their support champion who will contact parents and students each term. A record of conversations to document the graduated approach to support, clearly detailing the Assess, Plan, Do, Review cycle will be completed. A student's support champion discussion will clearly set out any identified barriers to learning, the intended outcomes for the student, the support they will receive to achieve these outcomes along with a clear date for a review of progress towards their individualised targets. Progress towards these targets should be reviewed on a termly basis and this will be done in collaboration with the student, parents/carers and alongside the support champion who will be a member of school staff.

How do we evaluate the effectiveness of the support provided for students with SEN?

For students with SEND their progress towards their individualised targets is reviewed through the support champion discussions. Evaluation of the effectiveness of support provided will be informed by a wide range of data depending on the focus of the target. Such data may include:

- Academic progress reports from subject areas
- Attendance figures
- Behaviour or suspension data
- Attitude to learning information
- Results from standardized assessments
- Pre and Post Intervention assessments
- Parental and pupil perception data
- Consistent engagement data and staff feedback

For students with an Education Health and Care Plan this is further reinforced by the formal EHC review meeting which takes place each year, which is then reported to the Local Authority SEND Team.

On a whole school level interventions will be regularly monitored for both impact and value for money using the schools central recording mechanisms alongside the SCERTS Model Framework where appropriate.

How are parents of students with SEND involved in their child's education?

Sirius Academy North values the contributions of families and are keen to ensure that parents and carers are well informed about their child's progress and the support which they are receiving.

All families are offered the opportunity to discuss the progress their child is making through the support Champions discussions and contributions are recorded on the Support Champion

discussion documentation. All individual focused conversations are underpinned by the values of the [Hull SEND Co-Production Charter](#).

In addition to individual focused discussions, Sirius Academy North continues to seek opportunities to further develop their engagement with families of students with SEND this will include engagement through events including:

- Year Group Parent Consultation Evenings
- SEND Coffee Mornings
- SEND/Surgeries Drop In Evenings (These will be scheduled during school Open/Parent Evenings)

How are students with SEND involved in identifying and reviewing the support they receive?

All special educational needs and provision to support those needs is identified through a person-centered approach, with the students' aspirations at the center. Students are invited to contribute at all stages of the graduated approach and their views are clearly documented through the "Student Profile" and Support Champion documentation.

"Student Profiles" provide the opportunity to share with all school staff what their strengths and interests are and what they find difficult. The "Student Profile" also details what staff can do to support students within their lessons as well as providing any additional information the student may wish to be shared with staff.

All students with SEND are also able to join whole school student voice opportunities such as the school council and take on student leadership roles. In addition, regular student voice activities are undertaken with a SEND specific focus.

What is Sirius Academy North's approach to teaching students with SEND?

Sirius Academy North believe that all students should have the opportunity to access a broad and balanced curriculum with no limits on what they are able to achieve.

Through high quality teaching and appropriate differentiation and adaptation all students will:

- Be encouraged to take responsibility for their own learning through shared target setting
- Be given the opportunity to improve basic skills across the breadth of the curriculum
- Be given the opportunity to learn in different ways which caters for individual strengths and weaknesses
- Have access to resources which will consolidate and extend learning according to individual needs
- Receive support in a timely and effective way to ensure that they can achieve their full potential.

For some students more targeted or personalised support or time limited interventions may be required. If a student is receiving such support, then parents/carers will be notified of this.

What adaptations are made to support students with SEND?

Whilst many of student's barriers to learning can be supported through high quality teaching some students will require additional and different support. ~~What~~ The support is put in place for a student will depend upon the individual and their strengths and barriers to learning. Sirius Academy North

will always seek to enable students to develop their own self-help skills and independence and so targeted small group interventions will generally be tried before more individualized approaches are discussed and implemented. Some of the possible interventions and support which can be utilized for students are detailed in the provision menu below:

	Cognition and Learning	Communication and Interaction	Social, Emotional Mental Health	Sensory/Physical
Universal	<ul style="list-style-type: none"> • Subject specific Early interventions/Catch Up • Personalised Homework through Sparx 	<ul style="list-style-type: none"> • Subject specific Early interventions/Catch Up • Whole school focus on oracy • Speech link whole class strategies 	<ul style="list-style-type: none"> • Pastoral Support (Heads of Year) • Attendance support (Attendance Team) including weekly home visits and check-ins 	<ul style="list-style-type: none"> • Lift Access • Communication Aids • Accessible furniture • Accessible equipment • Adjustments to teaching resources • Consideration of the environment and seating
Targeted	<ul style="list-style-type: none"> • Phonics • Reading interventions • Additional Adult in class support • Use of read write software in lessons 	<ul style="list-style-type: none"> • Lunchtime social club • Speech link/Language link (Small group interventions) • Talk about Teenager (Social skills group) • Additional Adult in class support 	<ul style="list-style-type: none"> • Mental Health Support Team • ELSA (group work) • ELSA Check in's • Resilience Coaching • Additional Adult in class support 	<ul style="list-style-type: none"> • School Nurse – Medical Support • Read, Write, Spell (Handwriting) • Additional Adult in class support • Use of chrome book in lessons
Individualised	<ul style="list-style-type: none"> • Additional Adult support in class • Access to a smaller learning setting to revisit aspects of curriculum/address gaps in knowledge • Individualised Interventions/Core / Life Skills based 	<ul style="list-style-type: none"> • SALT Support • Additional Adult support in class 	<ul style="list-style-type: none"> • Additional Adult support in class • Bereavement Support • Advo Talk • CAMHS • Cornerhouse • ELSA (1:1) • Turn to Us • WRAP • MESMAC 	<ul style="list-style-type: none"> • Additional Adult support in class • Physiotherapy programme • Personal Care

What expertise and training is provided to staff at Sirius Academy North to support students with SEND?

Sirius Academy North is incredibly fortunate to have a number of staff who have successfully completed their National Award in Special Educational Needs Co-ordination (NASENCO) in addition to the named SENCO.

The school currently has four trained emotional literacy support assistants (ELSAs) and a staff member who is qualified to assess for exam access arrangements with two further staff accessing this training throughout the 25-26 academic year. In addition to this, the school have a number of staff trained as Mental Health First Aiders.

All school staff receive regular continued professional development throughout the school year focused on SEND; including inclusive teaching approaches, specific areas of need and SEND processes and documentation.

What support is available to improve students emotional and social development?

All students in school are supported by their lesson 1 teacher who will meet with students on a daily basis to check in each morning and deliver the lesson 1 curriculum. This focuses on character education; developing resilience, hopes and aspirations. In addition, each year group is supported by a Year Leader and Assistant Year Leader. These staff are assigned to support all aspects of development of our young people, to include their social, emotional, and mental development.

Furthermore, the school has trained emotional literacy support assistants (ELSAs) who are able to deliver small group or individualised intervention for those students who require some additional support. The schools Emotional Literacy Support offer is further enhanced by collaborative working with the Educational Mental Health Support Team in addition to school commissioned counsellors.

How are students with SEND supported to engage in activities alongside those without SEND?

Sirius Academy North offers a wide range of enrichment activities with a wide range of opportunities to get involved. In addition to the after-school clubs there are a wide range of enrichment activities built into the curriculum through subject areas as well as whole school arrangements. These opportunities are open to all students including those with SEND.

Where additional or different support is required to access enrichment activities this will be explored on a case-by-case basis to ensure accessibility for all. In addition, where visits take place away from the school site individual arrangements and risk assessments will be completed in collaboration with parents/carers and students as required. Support is then appropriately planned.

How are students supported at times of transition?

Students thrive on predictability and therefore adaptation to change can be very difficult for any learner at any stage of their time in education. It is therefore particularly important that changes brought about by transitions are supported effectively for learners with SEND.

For some students transition will require additional support and so families are encouraged to begin to seek information about the support on offer at Sirius Academy North ahead of them expressing their interest/preference for a school. For students with an EHCP this can be as early as the Autumn term of year 5.

Prospective parents and students are welcomed to attend the schools open evening in the Autumn Term and to take the opportunity to ask questions of the SENCO/SEND Team and Student Support Team. For some students an additional individual visit at another time may also be beneficial and. This can be arranged by contacting the school.

At Sirius Academy North we work hard to ensure that transitions from Primary School to Secondary School are as smooth and worry free as possible. This is done by implementing the strategies recommended in the Hull Learning Partnership Transition Guide which can be found here: [Transition Support — How Are You Feeling?](#)

Staff at Sirius North will liaise with colleagues from the feeder primary schools to gather information to help understand the needs of children who will be joining the school. SAN staff will also identify those who may benefit from extra visits or support. This may also include some advanced meetings with families to address any concerns they may have for their child.

As students move up through the school, they will receive careers advice from the school careers advisor. They will be able to support the student to explore their options for study at Key Stage 4, GCSE and for post 16 education. For those students with an EHCP annual reviews from year 9 onwards will also include a focus on preparing for adulthood and skills needed in adult life.

For those students moving on to another setting, Sirius Academy North will ensure that information to support transition is shared in a timely manner to enable continuity of support where appropriate.

Transitions can also include smaller more regular transitions such as:

- Between home and school on a daily basis
- Between classrooms/teachers and learning spaces within the school day
- Between social time and structured learning time within school

Where students find these transitions difficult an agreed approach to support can be discussed to enable transitions to remain as calm and worry free as possible.

When might other agencies support a student and who are they?

For some students it will be necessary to involve other professionals outside of Sirius Academy North who are able to offer more specialist support and advice. If it is felt that a student may benefit from support of such professionals, this will be discussed with parents/carers directly to enable them to ask any questions and be clear about the reasons for seeking this support.

Outside agencies who currently work with students are Sirius Academy North include:

- Speech and Language Therapy
- Integrated Physical and Sensory Service (IPaSS)
- Northcott Outreach
- 0-19 School Nursing Service
- Occupational Therapy
- Sensory Processing Service
- T.I.C
- Physiotherapy
- KIDS Sleep Service
- Rise Academy
- Mathews Hub
- Dove House (Bereavement Support)
- Mental Health Support Team
- Child and Adolescent Mental Health Services (CAMHS)
- Children's Neurodiversity Service
- MESMAC
- Early Help
- Social Care
- Educational Psychologist
- HOST Service

Other services and agencies can be sought to support students, and their needs as identified.

Name and contact details of the SEND Team

Named SENCO: Rebecca Mills

Assistant SENCO:

SEND Manager: Alison Lee

SEND Assistant Manager: Mrs Tanya Abbott

SEND Support Officer: Miss Sophie Griffiths

Contact Details:

Email: send@siriusacademynorth.org.uk

Telephone: (01482) 349600

What should I do if I am unhappy about the support a student is receiving?

We are keen to ensure that the support we offer our students is the very best it can be and are keen to address any concerns as quickly and efficiently as possible. If you are not happy about the support a student is receiving initial concerns should be raised with the SEND Team in the hope that any concerns can be addressed directly in the first instance.

Should you remain dissatisfied with the response then concerns can be raised with the Assistant Head Teacher for Learning Support and Inclusion; Mrs Lyndsey Reed/ SENCO Miss Rebecca Mills; rmills@siriusacademynorth.org.uk

Email: rmills@siriusacademynorth.org.uk / LyndseyReed@siriusacademynorth.org.uk

If you continue to remain dissatisfied, then you can follow the schools complaints process which is outlined here: [Complaints-Policy-25-v1.pdf](#)

Where can I find more information?

This SEND Information Report relates specifically to SEND Support at Sirius Academy North.

For wider information about SEND Support in the city of Hull please visit the Hull SEND Local Offer which can be found here: [Home – Hull SEND Local Offer](#)

