alechunteracademy
a Saffron Academy Trust school

Special Educational Needs & Disability (SEND)

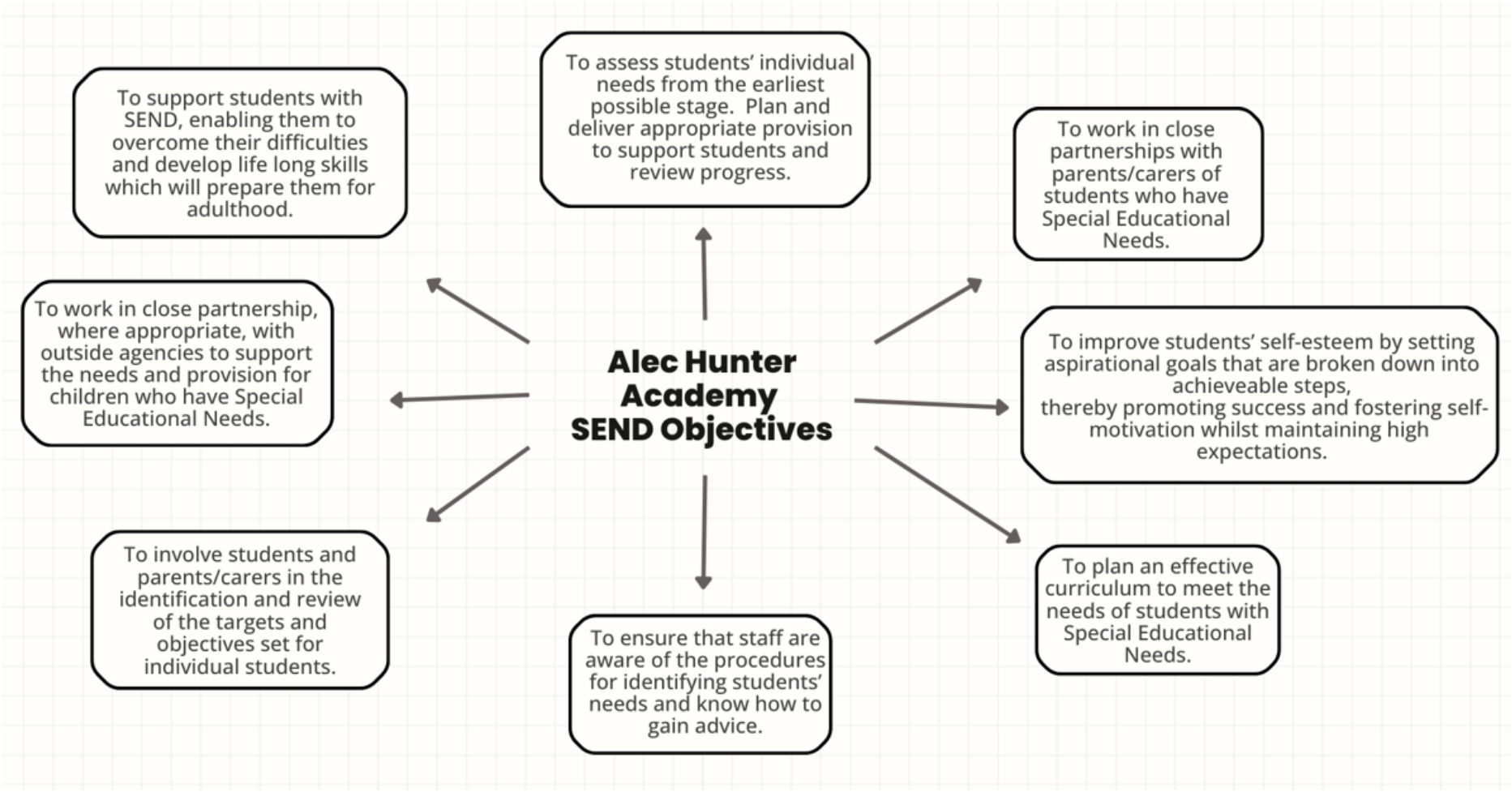
Provision Report

2026 - 2027

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Contents

SEND Objectives	2
Introduction	3
Contact Information	3
Identification	4
Admission	4
The Department	5
Who We Work With	5
Pupil Cohort Data	6
Reviewing	7
Support	7
Opportunities	8
Governing Body	8
Parents	8
Transition	9
Staffing	9
Communication	10
Local Offer	10


Alec Hunter Academy SEND Objectives
To assess students' individual needs from the earliest possible stage. Plan and deliver appropriate provision to support students and review progress.
To support students with SEND, enabling them to overcome their difficulties and develop life long skills which will prepare them for adulthood.
To work in close partnerships with parents/carers of students who have Special Educational Needs.
To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have Special Educational Needs.
To improve students' self-esteem by setting aspirational goals that are broken down into achieveable steps, thereby promoting success and fostering self-motivation whilst maintaining high expectations.
To involve students and parents/carers in the identification and review of the targets and objectives set for individual students.
To plan an effective curriculum to meet the needs of students with Special Educational Needs.
To ensure that staff are aware of the procedures for identifying students' needs and know how to gain advice.

Introduction

This is the SEND Information Report which is part of the Local Offer for learners with Special Educational Needs and Disabilities (SEND). All Governing Bodies have a legal responsibility to publish the SEN report on their website and update it when required, at least annually.

The report must contain:

(a) such information as may be prescribed about the implementation of the governing body's or proprietor's policy for pupils at the school with special educational needs;

(b) information as to -

(i) the arrangements for the admission of disabled persons as pupils at the school;

(ii) the steps taken to prevent disabled pupils from being treated less favourably than other pupils;

(iii) the facilities provided to assist access to the school by disabled pupils;

(iv) the plan prepared by the governing body or proprietor under paragraph 3 of Schedule 10 to the Equality Act 2010 (accessibility plan located separately on website)

Contact Information

Mrs Baird is the SENCo and has day to day responsibility for co-ordinating SEND provision at Alec Hunter Academy. The contact line is 01376 321813 for the main office. Mrs Byford is Assistant SENCo and can be contacted on the same number.

Identification

At Alec Hunter Academy we are passionate about ensuring all our students can play a full and active role within the school. We do not discriminate against pupils due to their Special Educational Need or Disability. We will endeavour to make appropriate access arrangements or adaptations depending upon the individual need and ensure that all students can partake in the daily life of the school.
We identify the needs of students in a range of ways. We use data sources from primary schools, school assessments and psychometric tests. We also have a range of ability tests which help us identify how best we can support our students. Teacher feedback and information from parents and external professionals is also paramount in understanding the needs of our students.

Students are identified through regular monitoring by class teachers, support staff and pastoral teams. They will report any concerns to the SENCo, the Assistant SENCO or relevant Student Development Assistants (SDAs). Further assessment or investigation, if required, can be carried out by staff or relevant outside agencies. Staff can raise concerns directly with the SENCo or Assistant SENCo at any time. Parents can also raise any concerns they have with the school at any time through the pastoral systems, teaching staff or directly with the SENCo or Assistant SENCo.

Admission

There is no difference in the admission arrangements for pupils with Special Educational Needs who do not have an EHCP to the arrangements from other pupils. All students on admission are assessed individually to identify specific needs, talents, abilities and challenges.

The Department

The department is made up of a team of 21 full and part time staff. That includes 18 Student Development Assistants, of which 3 hold the post of Senior SDA for a designated area: Literacy, Numeracy and EAL. There is a SENCo, Assistant SENCo and SEN Administrator. Combined, our department offer a range of support. These include; in-class support, our SDAs are linked to curriculum areas, small group work; extra-curricular activities and groups; lunch and break supervisions. We also work closely with the Therapeutic Co-ordinator and students can access, via referral, to Therapeutic support, Counselling, an array of therapies.

Who We Work With

We currently support pupils with a wide and diverse range of Special Educational Needs and Disabilities (SEND). These include Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD), Dyslexia, Specific Learning Difficulties (SpLD), Moderate Learning Difficulties (MLD), Developmental Language Disorder (DLD), Speech, Language and Communication Needs (SLCN), Social Communication Difficulties, Auditory Processing Disorder (APD), Anxiety, Hypermobility, Irlen Syndrome, Sensory Processing Disorder (SPD), Visual Impairments, Hearing Impairments (including use of hearing aids and radio aids), and physical disabilities including prosthetic use.

We have students with additional needs across all four SEND categories as outlined in the Code of Practice: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health, and Physical and Sensory.

Pupil Cohort Data

The numbers of students we support are (valid as of November 2026):

Alec Hunter Academy Year group	Total Pan for each year group	Total in year group	EHC Plans	School Support	Total EHC Plans & School Support	%
Year 7	210	211	11	37	48	22.7%
Year 8	210	206	9	42	51	24.8
Year 9	215	213	12	31	43	20.2
Year 10	210	215	5	30	35	16.3
Year 11	220	207	5	28	33	15.9
Total						

SEND National Average %	
EHCP	School Support
3.5%	14.1%
AHA %	
3.9%	15.9%

Reviewing

All students with an Education, Health and Care Plan, have a One Planning document (OP), this highlights the outcomes on the EHCP, and support highlighted in the plan. Where necessary, students identified as requiring SEN support are issued with a Student Development Plan (SDP).

Students with an Education, Health and Care Plan also have an Annual Review which is monitored by the Local Authority. These students may receive support in class as well as from external agencies and/or school-based specialists, depending upon their needs and wishes, as identified in the EHCP. This may involve outside agencies such as: Speech and Language Therapy (SALT), Advisory Teachers for Specific Learning Difficulties and the Educational Psychology Service.

The thoughts and wishes of the child are at the centre of everything we do to support them, and they are involved at every step to guarantee that the support offered is best for the individual and meets their needs. Care is taken to support and guide students where their personal wishes may not be in their best interests and may hinder their progress in meeting their best possible outcomes.

All students including those identified as SEN Support are discussed at regular student support leader link meetings to ensure the support they receive is sufficient and continuing to have impact.

Support

At Alec Hunter Academy we are inclusive and believe all children have the right to a balanced and broad curriculum. Quality first teaching is key in this success. Staff training and regular communication is at the heart of identifying and supporting our learners. We are able to be flexible to the individual needs of students and can provide opportunities for support in many differing ways, including 1-2-1 sessions, small groups, therapy and counselling, in-class support, and the use of external agency support.

We offer training to all of our staff through INSET/Whole School CPD and formal qualifications to ensure that all staff have the knowledge and skills to work with our SEND pupils. This enables us to offer a curriculum to meet the needs of all of our learners. We

offer, where appropriate, a variety of alternative curriculum courses at GCSE level. We also have GCSE alternatives such as Entry Level Qualifications for maths and science.
We have designated support for mental health and wellbeing.
Mr Doolan oversees the provision for LAC children and works with relevant agencies such as the Virtual School and Social Care in ensuring their support needs are met.

Opportunities

We value all our pupils equally, irrespective of race, social class or disability and treat them all equally. All children are given the opportunity to attend after school clubs, trips (including residential trips) and to take on roles and responsibilities throughout the school, such as the Student Voice, Prefect and Peer Mentor.

Governing Body

The Governing Body receive termly updates on the SEN provision offered at Alec Hunter Academy, including new developments, successes and areas for future development. Current and new legislation is also reviewed, as well as information on local and national programmes and research which may be relevant.

Parents/Carers

The role played by the parents of pupils with special educational needs and disabilities is essential to the wellbeing of their children within school. They are involved in meetings relevant to the needs of their child and we rely on their expertise. Parents may meet with the SEND team, Student Support Leaders or Senior colleagues depending on support required for their child. Parents are invited to attend all Annual Reviews for students with an Education, Health and Care Plan. Annual Reviews are offered in person, online or over the phone to support attendance and access. In addition to the above we also invite parents to attend family forums across the year and the SENCo holds half termly drop in sessions.

Transition

Transition arrangements are very important. The SENCo and Assistant SENCo liaise with the primary school SENCos and when appropriate they also liaise with the Year 7 Head of Year and Student Support Leader. The SENCo shares information to all staff.
Students with an Education, Health and Care Plan will also receive support from the SEND Careers Advisor as part of their Annual Review in Year 11 to ensure that they are fully prepared for the transition to adulthood.

Staffing

Mrs Arnold
Mrs Baird
Mrs Bashford
Mrs Beney
Mrs Burgess
Mrs Byford
Mrs Cartwright
Mrs Dosumu
Miss Duncan
Mrs Fish
Miss Harris
Mrs Harris
Miss Hunt
Miss Jenkins
Mrs Kyriacou
Miss MacKay
Miss Moore
Mrs Okoh
Mr Rodriquez Morris
Mrs Sambridge
Miss Sykes

All SEN staff have received training in Autism and ADHD as our most prevalent needs. Some staff have received training in Speech, Language and Communications needs, Hearing impairment, Vision impairment, Anger Management, Mentoring, Coaching, Self-Harm and Therapeutic conversations.

Communication

At Alec Hunter Academy we encourage open communication at all times. Where an issue arises, we encourage parents to contact relevant staff members immediately. If you are not satisfied with any aspect of the SEND provision provided at Alec Hunter Academy, please follow the complaints procedure.

Local Offer

Essex County Council have published their Local Offer: Essex County Council: Special Educational Needs and Disabilities (SEND) | Essex Local Offer This outlines all support services in the area and has information regarding SEND, assessment, complaints, services, schools and support that can be accessed.