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Evolve Academy

Special Educational Needs Report

October 2025



Nurturing inclusive learning communities



1	Summary	Special Educational Needs & Disability Report			
2	Responsible person	Kate Lyell, Jane Partington			
3	Accountable ELT member	N/A			
4	Applies to	☒ All Staff ☐ Support Staff ☐ Teaching Staff			
5	Trustees and/or individuals who have overseen development of this policy	N/A			
6	Headteachers/Service Heads who were consulted and have given approval (if applicable)	Matt Long			
8	Ratifying committee(s) and date of final approval	Evolve Academy SLT			
9	Version number	1.3			
10	Available on	Every	☒ Y ☐ N	Trust Website ☐ Y ☒ N Academy Website ☒ Y ☐ N Staff Portal ☐ Y ☒ N	
11	Related documents (if applicable)	SEND Policy			
12	Disseminated to	All Evolve Academy			
13	Date of implementation (when shared)	October 2025			
14	Date of next formal review	October 2026			
15	Consulted with Recognised Trade Unions	N/A			

Date	Version	Action	Summary of changes
Oct 23	1.1	Change to Trustees for SEND	Change to Trustee – Andy Percival
Oct 24	1.2	Policy Revision	Removal of reference to Revolve site.
September 25	1.3	Information Review	Minor amendments

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The kinds of SEN that are provided for

Evolve Academy is an Alternative Provision specialising in supporting pupils with Social Emotional and Mental Health difficulties, however it is recognised that our pupils may also require support within other areas of need including:

- Communication and interaction, for example, autistic spectrum condition, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Identifying pupils with SEN and assessing their needs

Admissions to Evolve Academy come through a variety of routes; please refer to the admissions policy for further details.

Each pupil's current skills and levels of attainment on entry will be baseline assessed, building on information from previous settings and Key Stages, where appropriate. Each student at Evolve has a learning plan with targets centred on student aspirations, Teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better the child's previous rate of progress;
- Fails to close the attainment gap between the child and their peers, despite receiving differentiated learning opportunities;
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social and emotional needs. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents / carers.

Consulting and involving pupils and parents

Staff will have an early discussion with the pupil and their parents / carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and need;
- The parents'/ carers' views / concerns are considered;
- Everyone understands the agreed outcomes identified for the child;
- Everyone is clear on what the next steps are and how they can support them.

Records of these early discussions will be added to the pupil's record.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. For the majority of students this will be through their individual learning plan.

The staff within the setting will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil;
- Their previous progress and attainment and behaviour;
- The individual's development in comparison to their peers and national data;
- Other teachers' assessments, where relevant;
- The views and experience of parents / carers;
- The pupil's own views;
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All staff within the setting who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. The effectiveness of the support and interventions and their impact on the pupil's progress will be regularly reviewed.

Where a pupil requires an Education, Health and Care assessment, Evolve Academy staff will make the necessary application or will support the mainstream school with this application.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents/carers and pupils which information will be shared.

At Evolve in KS3 and KS2 there are time-limited turnaround placements working in partnership with schools, parents/carers and other professionals are available to assess and plan / deliver support for the child's social, emotional and mental health needs. Any reintegration at the end of placement or transition to a new setting is carefully planned with school staff and, where appropriate, outside agencies.

Our approach to teaching pupils with SEN

Evolve Academy is committed to the promotion of support and improvement of children's needs. Everyone will be offered a broad and balanced curriculum in an inclusive setting.

Work will provide challenge for all pupils at an appropriate level.

As part of the nurturing and creative curriculum, and to enrich the pupil's social and emotional development, off-site activities are delivered frequently. This may include:

- Football and other team sports
- Biking, Skateboarding and Scootering
- Community based activities

Teachers are responsible and accountable for the progress and development of all the pupils they teach. Quality First Teaching is our first step in responding to pupils who have SEND.

Adaptations to the curriculum and learning environment

The following adaptations are made to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc;
- Adapting resources and staffing;
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc;
- Differentiating teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc;
- The curriculum at Evolve Academy is broad, balanced and based on the six principles of nurture, addressing the needs of the pupils. Pupils engage in subjects including, English, Maths, Science, Personal Development, Wider Curriculum, Music therapy intervention, Forest Schools, PE, and Cookery. Together with tutorial time and personalised sessions delivered on a one-to-one basis according to individual pupil need, the curriculum offers all pupils a tailored approach to learning;
- British Values and SMSC are threaded throughout the curriculum, through form time, core subjects and heavily in Group Intervention lessons. These sessions require pupils to reflect on their perspectives and beliefs and to consider those of others, through stimulating presentations regarding, for example: ethnicity, bullying, disability and perspective.

Additional support for learning

Our staff are experienced and skilled at delivering a variety of specialist interventions. Staff support pupils either on a 1:1 basis or in small groups, as appropriate.

Expertise and training of staff

Our staff are highly specialised across differing areas of need and are all involved in regular Continued Professional Development, which includes training from outside specialists as well as sharing good practice and training across all Evolve Academy settings and strands of provision. This means that staff, where appropriate, have access to accredited courses and qualifications.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term and progress towards their Ready to Learn;
- Reviewing the impact of interventions after a suitable period of time after the start of the placement and at regular intervals thereafter;
- Using / analysing pupil questionnaires;
- Monitoring by the SENDCO;
- Completing Learning Plan/My Support Plan reviews
- Using provision map to measure progress;
- Holding annual reviews for pupils with EHC plans.

Support for improving emotional and social development

Throughout a pupil's time at Evolve Academy, parents / carers will receive regular contact from core staff to provide updates on academic, SEMH and wellbeing progress. This will usually be done by phone but will also include meetings in school or at home. Progress will be tracked through the use of Provision Map, My Support Plans, teacher assessments and the Ready to Learn scale. Parents/carers are encouraged to contact the SENDCO or their child's core staff team at any time should they wish to discuss any aspect of their child's development or have any concerns.

Pupils with SEN are encouraged to be part of the school council.

We have a zero-tolerance approach to bullying, as outlined in the Evolve Academy Anti-bullying policy.

Working with other agencies

Evolve Academy recognises that it is essential to establish positive and effective working relationships with other agencies to ensure the best outcomes for all pupils.

Partnerships with agencies providing support for students with SEND include:

- Education Psychologist Service;
- LA Duty and Advice;
- WISENDSS
- ADHD Foundation
- Child and Adolescent Mental Health Services (CAMHS);
- Children's First Hub
- SENART
- Local – school nurses & health visitors;
- Speech & language therapists;
- Occupational therapists/ Physiotherapists;
- GPs / consultants;
- Community Paediatricians/hospital consultants/dieticians
- Police;
- Youth Engagement Service
- Youth Intervention Team
- St. Giles
- Family support workers.
- Neuro-pathway referrals
- Star Bereavement
- Turning Point
- Liaison and diversion team
- Young Carers
- Specialist short breaks
- Youth Offending Team
- Future in Minds
- SENDIASS

Evolve Academy works in partnership with all agencies listed on the [Local Offer page](#)

Complaints about SEN provision

Complaints about SEND provision should be made to the SENDCo in the first instance. Evolve Academy's complaints policy / procedure will then be followed.

The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SENART tribunal if they believe that a school has discriminated against their child(ren). They can make a claim about alleged discrimination regarding:

- Exclusions;
- Provision of education and associated services;
- Making reasonable adjustments, including the provision of auxiliary aids and services.

Contact details of support services for parents of pupils with SEND

In order to view support services available to you please visit:

www.wakefieldparentcarers.co.uk

Contact details for raising concerns

Evolve Academy – 01924 200752

evolveoffice@eat.uk.com

Kate Lyell	Executive SENDCo
Jane Partington	Deputy SENDCo

The local authority offer

Our local authorities local offer is published here:

<https://wakefield.mylcaloffer.org/Home>

Monitoring arrangements

This policy and information report will be reviewed by the Board of Trustees every year. It will also be updated if any changes to the information are made during the year.

Links with other policies and documents

This policy links to other Evolve Academy policies available on our website including:

- Accessibility plan;
- Antibullying;
- Behaviour;
- Equality information and objectives;
- Admissions Policy;
- Safeguarding Policy;

- SEND Policy;
- Supporting pupils with medical conditions.

Evolve Academy's Graduated Approach

Area of SEN	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and/or Physical
Quality First Teaching (QFT) strategies consistently embedded	A positive and stimulating learning environment to support the learning and cognitive development of all children and young people, including specific consideration for those with additional learning and developmental needs.	A communication friendly environment to develop positive communication and interaction skills for all children and young people, including specific consideration for those with communication and interaction needs.	A whole school approach to promoting emotional health and wellbeing for all children and young people, including specific consideration for those with SEMH needs.	A whole school awareness that children have different sensory preferences and learning styles.
Assessment tools	For all: Reading age tests English and Maths baseline assessments Specific: Engagement Model Dyslexia screener Dyscalculia screener	For all: SaLT Screener Communication Passports Specific: Lego Therapy Social Stories Coventry Grid	For all: Ready to Learn Scale SDQ Specific: Coventry Grid Boxall	For all: Sensory Audit Specific: Visual Stress test
Interventions	For all: Bedrock Learning Rockstars Specific: Literacy intervention Phonics intervention Numeracy Intervention	For all: Access to universal sensory classroom resources Specific: Lego Therapy Social Stories Talk about for teenagers	For all: Nurture approach Specific: Circle of Friends Anger Management Self esteem Bullying Zones of Regulation Cool connections Andry Adam Talk about for teenagers Anxiety	For all: Specific: Specific Sensory and/or Physical recommendations from relevant professionals

			Draw and Talk Emotion Coaching ELSA Social stories Resilience Zones of Regulation Mindfulness PATH Restorative Justice ADHD strategies Trauma approach self-esteem Body image Bullying Support to Self-regulate Plan Lego Therapy Anxiety Respect and attitudes Consequences of behaviour Self-harm	
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