Springwell Alternative Academy Lincoln: SEND Information Report (2026-2027)

1. Our Vision for Special Educational Needs and Inclusion

At Springwell Alternative Academy Lincoln, inclusion is a core responsibility of every staff member. We are a **"needs-led" provision**, recognising that a high proportion of our pupils arrive with special educational needs (SEN) that may be unidentified or have previously presented as challenging behaviour.

Our vision is to be a centre of excellence where all pupils are supported to **re-engage with education, discover their potential, and build a successful future.**

Core Aims of Our SEND Provision

1. **Identify and Assess:** Swiftly and accurately identify every pupil's needs (academic, social, emotional, and mental health) upon entry.
2. **Support and Nurture:** Provide a safe, **trauma-informed**, and nurturing environment where pupils feel valued and respected.
3. **Remove Barriers:** Deliver a bespoke, flexible curriculum with high-quality, targeted support.
4. **Promote Re-engagement:** Re-engage pupils with learning and celebrate all successes, including improvements in attendance and well-being.
5. **Prepare for the Future:** Support pupils for a sustainable transition to mainstream school, specialist provision, or a post-16 destination.
6. **Work in Partnership:** Foster strong, co-productive partnerships with pupils, parents/carers, and external agencies.

2. Who are the Key Contacts for SEND?

Role	Responsibility	Contact
Special Educational Needs Coordinators (SENCos)	Day-to-day operation of the SEND policy, coordinating all support, and managing the Assess, Plan, Do, Review cycle.	Rebecca Kyle
Executive Vice Principal (EVP)	Overall responsibility for statutory duties, championing an inclusive ethos, and strategic development of SEND provision.	Nicola Lang
All Staff	Implementing a trauma-informed, relational approach, delivering differentiated teaching, and tracking progress.	

3. How do we Identify and Assess a Pupil's Needs?

We recognise that pupils often arrive with incomplete educational histories. Our identification process is swift and robust, beginning upon admission. We assess needs across the four broad areas of the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional, and Mental Health (SEMH)

- Sensory and/or Physical Needs

Our Process

1. **Baseline Assessment (On Entry):** All pupils undergo a robust assessment within their first two weeks. This includes:
    - Cognitive ability and academic levels (reading, writing, maths).
    - Speech, Language, and Communication Needs (SLCN) screening.
    - **SEMH assessment (Thrive assessment).**
    - A review of all existing information (EHC Plans, CAMHS reports).
    - A **"pupil voice"** discussion to understand their interests and anxieties.
2. **Ongoing Identification:** Staff are vigilant for signs of unidentified needs. We operate on the principle that **behaviour (e.g., non-attendance, disruption) is often a symptom of an unmet need.**

4. How is SEND Support Delivered? The Graduated Approach

Every pupil on our SEND register receives support managed through the statutory **"Assess, Plan, Do, Review" (APDR) cycle**. This is the core framework for our provision.

Stage	Action at Springwell Lincoln	Involvement
Assess	Continuous use of baseline and ongoing data to understand strengths and needs.	SENCo, All Staff, External Agencies
Plan	Creation of a **Personalised Support Plan (PSP)**, which is person-centred and sets clear, achievable outcomes (e.g., engagement, attendance targets).	SENCo, Pupil, Parents/Carers, Key Staff
Do	Implementation of the PSP by all staff. This includes	All Staff, Key-workers, External Agencies

	Universal, Targeted, and Specialist support.	
Review	**Pupil Profiles are reviewed in a meeting on a termly basis.** We celebrate successes, evaluate intervention impact, and set new outcomes.	Pupil, Parents/Carers, SENCo, Key Staff

Specific SEMH Graduated Response

Given that SEMH is a primary area of need, we employ a specific tiered response:

- **Universal:** Whole-setting ethos of **trauma-informed and relational practice**, a calm and predictable environment, and a dedicated well-being curriculum.
- **Targeted:** Daily/weekly Key-worker check-ins, small-group interventions, and in-school **Springwell Team Around the Child (STAC)** meetings.
- **Specialist:** 1:1 therapeutic work, multi-agency **Team Around the Family (TAF)** meetings, and liaison with specialist services like CAMHS and Educational Psychologists (EPs).

5. Working with Pupils and Families

We are committed to working in a **co-productive way** with parents and carers, whom we recognise as experts on their children.

- **Communication:** We communicate frequently and positively (via phone, text, or apps).
- **Participation:** Parents/carers are invited and supported to attend **all termly review meetings** to share any further barriers and discuss worries.
- **Impartial Support:** We signpost families to free, confidential, and impartial services:
  - **The Lincolnshire SEND Local Offer:** The single source for information on all services and support for children and young people aged 0-25 with SEND in Lincolnshire.
  - **Liaise (SENDIASS):** Lincolnshire's SEND Information, Advice and Support Service,

which can help explain the EHC plan process, prepare for meetings, and resolve disagreements.

The local offer for Lincolnshire can be found here:
https://www.lincolnshire.gov.uk/send-local-offer

6. Multi-Agency Coordination and Transitions

We work tirelessly to coordinate a **"Team Around the Child and Family"** to meet the complex needs of our pupils.

Our Partners Include:

- Commissioning Schools and Local Authorities (LAs)
- Health Services (CAMHS, SALT, School Nurses, Paediatricians)
- Social Care (for pupils with a Social Worker or looked-after status)
- Educational Psychologists (EPs) and Youth Offending Teams (YOT)

Managing Transitions

Planning for a sustainable next destination is a key measure of success. Transitions are carefully planned and reviewed:

- **Reintegration to Mainstream:** A phased and supported transition, working closely with the receiving school, parents/carers, and the pupil.
- **Transition to Specialist School:** A supported plan with the LA SEND team and the receiving school.
- **Transition to Post-16:** Robust **Careers Education, Information, Advice, and Guidance (CEIAG)** to support successful movement into further education, training, or employment.

7. Monitoring, Evaluation, and Complaints

Monitoring and Evaluation

The effectiveness of our provision is monitored by the EP/EVP and SENCo through:

- Tracking pupil progress data (academic, attendance, engagement, and SEMH).
- Tracking new AP performance measures: **reintegration rates and sustainable post-16 destinations.**

- Gathering feedback from pupils, parents/carers, and staff.

Complaints Procedure

We are committed to resolving concerns early.

1. **First Instance:** Speak to the pupil's Head of Academy (HOA) or the SENCo.
2. **Formal Complaint:** If the concern is not resolved, follow the setting's formal Complaints Procedure (available from the office).
3. **Impartial Support:** Impartial support is always available from the local **SENDIASS service**.

Further details, including access to other policy documents, can be supplied on request by contacting Springwell Alternative Academy Lincoln on **01522 308310**.