

SEND Information Report 2025/26

Introduction:

At Snowfields Academy, we are proud to be a specialist provision that places the needs, strengths, and aspirations of autistic young people at the heart of everything we do. We recognise that every child is unique, and our approach reflects a deep commitment to creating an inclusive and enabling environment where each student can thrive.

This SEND Information Report provides families, professionals, and stakeholders with a clear overview of how we support children and young people with special educational needs and/or disabilities (SEND), specifically those with Autism. It is reviewed annually and updated in line with the *Special Educational Needs and Disability Regulations 2014*, the *Children and Families Act 2014*, and the *SEND Code of Practice 2015*. As part of the Leigh Academy Trust, we uphold the highest standards of SEND provision across our school community.

The kinds of special educational needs and/or disabilities (SEND) that are provided for:

Snowfields Academy is a dedicated school for young people aged 11 to 18 who have a formal diagnosis of Autism, supported by an Education, Health and Care Plan (EHCP). Many of our students also have related needs, such as speech, language and communication difficulties, sensory integration challenges, and moderate learning difficulties.

Our school environment is structured, calm, and tailored to the learning profiles of autistic students. We offer a personalised and autism-informed curriculum designed to support development in communication, independence, emotional regulation, social understanding, and preparation for adulthood. We aim not only to educate but to empower. Along with still providing the academic expectations that our young people deserve.

Arrangements for consulting parents and carers of children with SEND and involving them in their child's education:

We believe that parents and carers are our most valuable partners in supporting the progress and wellbeing of their children. At Snowfields Academy, we place a strong emphasis on co-production—working together with families to shape a child's educational experience. We believe that working in partnership with our parents and carers enables young people to achieve the best outcomes possible to prepare them for our locality and beyond.

Our commitment to meaningful communication includes:

- Regular updates through digital platforms, email, phone calls, and face-to-face meetings.
- Parent/carers evenings, curriculum information sessions, and parent training events
- Involvement in setting and reviewing personalised targets linked to the EHCP
- Opportunities to participate in school events, workshops, and parent groups
- We are also committed to working towards the LPPA (Leading Parent Partnership Award) from September 2025, which will foster an even stronger connection between our school community and parents, with the view this will enable young people to achieve better outcomes.

We understand the value of consistent support across school and home, and we actively share strategies and ideas with families to help ensure a unified approach.

Arrangements for consulting children and young people with SEND and involving them in their education:

Every pupil at Snowfields Academy has a voice that deserves to be heard. We take a person-centred approach to ensure that all students are involved in their learning,

goal-setting, and decision-making, regardless of their communication style or cognitive level.

Ways we involve students include:

- Structured opportunities to make choices throughout the day
- Regular 1:1 time with trusted adults to share thoughts, preferences and concerns
- Inclusion in reviews and target-setting processes
- Feedback sessions adapted to communication profiles
- An integrated therapy approach
- Counselling service
- Pupil voice opportunities - 'Snowfields Squad' our student council with representatives from every form group, and Smart School Council initiative as part of Wednesday's 'Communicate' Well Being time.

Staff are trained to recognise and respond to both verbal and non-verbal communication, ensuring that every pupil's views are understood and valued.

Arrangements for assessing and reviewing children and young people's progress towards outcomes

Assessment at Snowfields is continuous, personalised, and purposeful. We use a blend of formative and summative approaches to monitor progress and guide next steps, always keeping each child's EHCP outcomes at the centre.

Our system includes:

- Daily assessment for learning in lessons to track understanding
- Termly progress reviews and data analysis led by senior leaders
- Personalised learning targets reviewed regularly

- Comprehensive annual EHCP reviews involving families and professionals
- Input from external specialists where needed to inform reviews

This thorough approach helps ensure every child's progress is captured across academic, social, emotional and functional domains.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood

Transitions can be particularly challenging for autistic learners. At Snowfields, we take a proactive and structured approach to ensure that all transitions—whether into school, between key stages, into post-16 destinations or beyond—are managed with care and collaboration.

Support for transitions includes:

- Transition planning meetings with families and professionals
- School visits, taster sessions, and phased entry processes
- Personalised social stories and visual resources
- Career and employability education through KS4 and Sixth Form
- Access to work experience and vocational learning
- Guidance on further education, supported internships, and training

We work closely with further education providers, local authorities and careers services to create smooth, confident pathways to adulthood.

The approach to teaching children and young people with SEND

At Snowfields Academy, our teaching approach is grounded in autism-specific best practice and informed by research. We create a predictable, engaging, and inclusive learning environment that allows students to access the curriculum in a way that works for them.

Core principles of our teaching approach include:

- Consistent routines and structure across all classes
- Clear, visual communication of learning intentions
- Differentiation based on individual starting points and EHCP outcomes
- Opportunities for overlearning and repetition to aid long-term memory
- Personalised curriculum offer based on the National Curriculum with 3, distinct pathways.
- Spiral curriculums to build upon knowledge across Key Stages.
- Sensory-informed strategies to support engagement and regulation

Each class benefits from a high staff-to-pupil ratio, with teachers and support staff working closely to adapt lessons and monitor each child's responses and achievements.

How adaptations are made to the curriculum and the learning environment of children and young people with SEND

All pupils at Snowfields Academy access an adapted curriculum that reflects their individual needs, strengths, and aspirations. Our school is designed to meet the sensory and cognitive needs of autistic learners, with careful thought given to both physical space and instructional design.

Examples of adaptations include:

- Personalised learning targets aligned with EHCP outcomes
- Visual timetables and structured lesson formats
- Access to low-arousal spaces and sensory regulation zones
- Flexibility in grouping and pace to maximise engagement

Real World' or Functional curriculum opportunities - allowing students to put into practice the skills they have learned.

- Speciality Teaching Spaces - The Cafe, Horticulture Areas, KS5 Vocational teaching Rooms (The Salon, The Hospitality Suite and The Shop)

The physical environment includes quiet zones, workstations for independent learning, calming areas, and sensory-friendly features throughout the school. Students have access to dynamic seating, flexible classroom adaptations and low arousal displays.

The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured

Our staff are our greatest resource. Every member of the Snowfields team receives ongoing training to ensure a deep understanding of autism and associated needs. Our professional development programme includes:

- Zones of Regulation and emotional literacy strategies
- Structured teaching models
- Positive Behaviour Support
- Subscription to specialist or subject specific support - such as Read-Write Inc, Sounds Write

- Sensory regulation and sensory integration.
- Total Communication to ensure that staff use evidence based strategies as part of our universal approach for all students.

We also collaborate with external specialists including speech and language therapists, occupational therapists, clinical psychologists, and CAMHS. Staff have regular opportunities to learn from these professionals and implement their guidance in the classroom.

Evaluating the effectiveness of the provision made for children and young people with SEND

We are committed to continuous improvement. The effectiveness of our SEND provision is measured through a combination of quantitative data, qualitative feedback, and professional review.

We evaluate impact through:

- Termly pupil progress meetings with leadership teams
- Monitoring of EHCP targets and intervention effectiveness
- Classroom observations and staff supervision
- Feedback from students, parents, and external agencies
- Annual self-evaluation and School Improvement Plan known as our Academy Performance Agreement

Findings from these processes inform decision-making at all levels and help us refine our approach to meet changing needs.

Support for improving emotional and social development

Emotional wellbeing and social development are embedded across our curriculum and ethos. We recognise that emotional regulation and social communication are core learning areas for our students.

Support strategies include:

- Explicit teaching of emotional regulation through the Zones of Regulation
- Daily access to sensory, regulation and reflection spaces
- Daily wellbeing sessions for students at the start and end of each day
- 1:1 mentoring and check-in opportunities with trusted staff
- Structured social skills groups and peer interaction sessions
- PSHE curriculum tailored to pupil needs

We prioritise relationships and safety to create a calm, respectful environment where students can develop confidence and resilience.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations

Snowfields Academy operates within a strong network of support services. We work in partnership with a wide range of professionals to ensure joined-up care and planning for every child. This includes working within a highly supportive and reflective Multi-Academy Trust

This includes:

- In house therapy
- Professionals from across Leigh Academies Trust, such as Curriculum and SEND advisors
- Educational psychologists
- CAMHS and mental health practitioners
- Local authority SEND teams and family support services
- Voluntary sector and parent advocacy groups

We attend and coordinate multi-agency meetings, including Team Around the Child (TAC), safeguarding reviews, and EHCP reviews to ensure shared understanding and action planning.

Arrangements for handling complaints from parents and carers of children with SEND about the provision made at the school

We encourage open dialogue and welcome feedback. If parents or carers have concerns, we encourage them to raise these with the school at the earliest opportunity.

Steps to follow:

1. Speak to the SSM.
2. Contact Assistant Principal
3. Request a meeting with the Principal

If concerns remain unresolved, formal complaints can be made in line with the Leigh Academy Trust Complaints Policy, available on our website.

Arrangements for the admission of disabled pupils

Admissions to Snowfields Academy are coordinated through the local authority. Pupils must have an EHCP with a diagnosis of Autism Spectrum Condition. Our admissions process includes:

- A review of consultation documents
- Parent/carers and pupil visit to the school
- Consideration of whether the pupil's needs can be met within our provision

Joint agreement with the local authority before placement is confirmed

Admissions can be made at any point in the academic year, subject to capacity and suitability.

Arrangements the school has taken to prevent disabled pupils being treated less favourably than other pupils

We believe every child deserves to feel safe, included and valued. Our values are rooted in respect and equality. No pupil is treated less favourably because of their disability or any other protected characteristic.

We ensure:

- Equitable access to learning, enrichment, and school life
- Reasonable adjustments in curriculum delivery and the physical environment
- Person-centred planning based on individual needs
- Clear policies promoting inclusion, fairness and positive relationships
- Specialist Communication Curriculum developed by the Speech and Language Therapists which focuses on communication skills and empowering young people to advocate for themselves.

Facilities provided to help disabled pupils access the school

Our building is designed with accessibility and autism in mind. Facilities include:

- Wide doorways, and accessible toilets
- Lifts and adapted furniture where necessary
- Sensory and calming rooms
- Regulation spaces
- Quiet dining spaces
- Clearly defined learning and social areas
- Equipment and workspace modifications guided by professionals

We work closely with health and therapy teams to review and adapt facilities for individual needs.

Support services for parents and carers of children with SEND and our local offer

We understand that families often need support navigating services. Snowfields Academy provides signposting and guidance to local support services, including:

- The Kent Local Offer:
<https://www.kent.gov.uk/education-and-children/special-educational-needs>
- Parent forums and SENDIASS
- Charities such as IPSEA or Autism Apprentice CIC
- Local authority family support workers

Families are also encouraged to join workshops, training and events hosted at the school. Regular 'Coffee Mornings' are hosted by the school which encourage parents to network amongst each other and with professionals.

Links with other policies and documents

This SEND Information Report is underpinned by the following school policies:

- Accessibility Plan
- Behaviour Policy
- Equality Information and Objectives
- Admissions Policy
- Complaints Policy

All policies are available via our school website or by request from the school office.

Who to Contact

Principal: Mrs Dee Pickerill

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