

Consilium Evolve SEND Information Report

September 2025



Consilium Evolve is a fully inclusive specialist Alternative Provision Academy which caters for secondary age students who experience emotionally based school avoidance. But our academy is so much more than that. We nurture each student to encourage them to take their place in the world, whatever that might be, despite any barriers they have encountered within school. At Consilium Evolve, all pupils are valued equally, regardless of where their abilities lie, with the Academy being committed to developing 'the best in everyone'.

All students are entitled to have access to a broad, balanced and relevant curriculum, which is differentiated to meet individual needs. Within its aims, Consilium Evolve is committed to equal opportunities, with students being encouraged to achieve their full potential, whatever their academic or physical ability, through the provision of a balanced and challenging curriculum in both content and styles of learning.

Students of all ages and all abilities will:

- Be treated as individuals where their individual needs, interests and aptitudes are recognised
- Be entitled to have an emerging or evident special educational need identified and assessed.
- Be entitled to have an emerging or evident special educational need identified and assessed.
- Be treated as individuals where their individual needs, interests and aptitudes are recognised
- Be entitled to have an emerging or evident special educational need identified and assessed
- Be provided with opportunities for continued growth and development so that they can increase their self-esteem and become confident.
- Receive a balanced curriculum in both content and style of delivery which allows them to make informed choices as they progress beyond the Academy. Be encouraged to achieve their full potential, whatever their abilities.
- Be encouraged to learn through a range of enjoyable and stimulating experiences in an atmosphere where students feel valued, encouraged and safe. Learn to take increasing responsibility for their own learning and actions so that they will be equipped to deal with life after school. Be encouraged to see education as a life-long process to the benefit of all aspects of their life.

This SEND Information Report outlines information regarding the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEND), in order to realise their full potential, make outstanding academic and personal progress and grow to be equipped for their future lives. Provision may change and develop over time.

The information required to be included in this SEND Inform **Regulations 2014 SCHEDULE 1: Information to be included in the SEN information report** Report is stated in **The Special Educational Needs and Disability**. This can be found at: <http://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made>

Regulation	Question	School response
1. The kinds of special educational needs and disabilities for which provision is made at the school	What kinds of SEND do pupils have in your school?	Children are identified as having SEND when they have a significantly greater difficulty in learning than most children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014). Due to the nature of our students, they often arrive with long periods of time out of school and are often undiagnosed, which is often the cause of their absence.
2. Information, in relation to mainstream schools about the school's policies for the identification and assessment of pupils with special educational needs and disabilities	How do you know if a pupil needs extra help?	When your child first joins Consilium Evolve, we use information from a range of sources to help identify SEND and other needs. These include information from parents/carers; primary school teachers; end of key stage 2 levels; base line testing; Cognitive Ability Tests (CAT tests); literacy and numeracy tests; application form information; subject teachers; specialist colleagues and external agencies. Our subject leads closely monitor the progress and attainment of all students. The continuous monitoring of students during their time at Consilium Evolve will further identify pupils with further educational or emotional needs. This identification may come from subject teachers, support colleagues, Crew Leads, outside agencies, parents/carers or the pupils themselves. If your child needs to be assessed, we would use a range of assessments depending on needs. If it is thought a family needs support, we have a good working relationship with them and a referral can be made to them We follow a staged and graduated approach to identifying and assessing needs, which begins in our induction period and continues consistently as your child remains at Evolve. The evidence for increased support and innovations could be gained from teacher's or support staff underpinned by evidence. This evidence is collated daily through our Acknowledgement and Review System, which collates data focused on, engagement, disruption, willingness to add to the community, avoidance and other factors about a pupil who, despite receiving differentiated learning opportunities, does make expected progress. Due to the nature of the provision all staff are aware of the nature of the students and the needs are discussed in nightly briefings, SLT and CPD. This information then informs their lesson planning, teaching and student engagement.

3a. How the school evaluates the effectiveness of its provision for such pupils	How will I know that my child is making progress? How do you evaluate provision?	All students, are assessed on a regular basis, in accordance with the Evolve's Assessment Policy. Teachers formally assess and review progress and parents' evenings are held twice a year when there is an opportunity to discuss progress, attainment and next steps. The school has a Quality Assurance process that assesses the effectiveness of Teaching and Learning for all students- the outcomes of these evaluations are used to create and implement development plans for all aspects of school life. These are regularly reviewed through ongoing evaluation.
3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs and disabilities	How do you check and review the progress of my child and how will I be involved?	There is the opportunity for parents/carers to discuss these verbally during Parents Evening twice a year. Teachers and Support staff will monitor and review your child's levels and pick up on any subjects where your child is not making the right amount of progress. We consistently check whether the right progress has been made. We consistently review the work of all departments. When there might be a dip in attendance, wellbeing or academic progress, a review meeting with school and parents will be arranged. We welcome the involvement of parents/carers and want to keep you up to date and involved with your child's progress. We do this through parents' evenings; email; telephone calls; appointments made with individual teachers; Annual Reviews/termly reviews (for those on the SEND register). The school provides information for parents through community days, information on the website, Parents' Evenings and letters home and regular group texts. Outlines of our curriculum model and aim is published on the school's website. https://www.consiliumevolve.co.uk/page/?title=Curriculum+Model&pid=33
3c. The school's approach to teaching pupils with special educational needs and	How do teachers help pupils with SEND?	Our teachers have high expectations of all students. Every member of staff will be informed about your child's individual needs and will adapt their lessons, strategies or innovations to meet these requirements.

3d. How the school adapts the curriculum and learning environment for pupils with special educational needs	How will the curriculum be matched to my child's needs? How accessible is the school environment?	Our students follow a curriculum that meets their needs and helps them develop academically and emotionally, matching interests and abilities. Our school is a safe building and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEND students throughout our school including a disabled toilet. Consilium Evolve is based on one floor and is accessible to a range of needs.
3e. Additional support for learning that is available to pupils with special educational needs	Is there additional support available to help pupils with SEND with their learning? How are the school's resources allocated and matched to children's special educational needs? How is the decision made about how much/what support my child will receive?	We have a wide range of staff to support pupils and address additional needs they may have, including pupils with SEND. This includes a SENCO; Therapeutic Leads, Learning Support Assistants, Pastoral Support and a Counsellor. Therapeutic Leads and Learning Support are allocated, to support students in core lessons and to provide therapeutic innovations where appropriate. Teaching and support staff liaise closely together to ensure maximum effectiveness. They have a huge range of experience to offer in supporting students, directly and indirectly, helping parents/carers or providing support to other agencies providing scaffolding around our students. Including an array of therapeutic innovations to support our students. Students will have targets and strategies set by the SENDCo in their Learning Plans which are then distributed to staff in conjunction with annotated seating plans. Reviews involving the student, parents/carers, subject staff and other professionals evaluate those targets and strategies. Our Acknowledgement and Review system also collates daily data that reflects any increased need from our students, who may require a review, a therapeutic innovation or a referral to Early Help, or indeed CYPS or CAHMS.

n

3f. How the school enables pupils with special educational needs and disabilities to engage in the activities of the school (including physical activities) together with children who do not have special educational needs and disabilities	What social, before and after school, and other activities are available for pupils with SEND? How can my child and I find out about these activities? How will my child be included in activities outside the classroom, including school trips?	A range of academic and hobby/interest sessions, take place in Fit-to Learn. On a cyclical basis our students choose from a variety of Fit-To Learn activities that particularly interest them and they can contribute suggestions of what activities they may wish to participate in. For example, we are now running a chess club as recommended by our students. Our weekly trips to Adventure Sunderland provide opportunity for challenging physical activities as well as team building opportunities for our students. We also offer opportunities every break and lunch time for physical or creative activities. All children in the school are encouraged to take part in extra activities at lunchtime and throughout the day. Day trips are open to all children and your child's specific needs can be discussed if they wish to join such a trip and any concerns or extra needs taken into consideration.
3g. Support that is available for improving the emotional, mental and social development of pupils with special educational needs and disabilities	What support will there be for my child's overall well-being?	At Consilium Evolve, we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of student support and guidance. One way we support our students is by assigning them to a Crew Lead and a Crew who will (in most cases) remain with them until they move up to another Key Stage at which point another Crew Lead (very familiar with the student and their needs) will be assigned to them. This provides continuity and builds a strong relationship between crew leads and students. There are additional members of staff who can provide pastoral support, these include Therapeutic leads; Learning Support and Safeguarding Leads. We also have excellent relationships with a number of external agencies, for example Early Help and CYPS.

4. In relation to mainstream schools, the name and contact details of the SEND coordinator	Who should I contact if I want to find out more about how Consilium Evolve supports pupils with SEND? What should I do if I think my child may need further support?	The school's SENDCo is Alex Douglas. Contact details: Email alex.douglas@consilium-at.com Speak to your child's Crew Lead in the first instance.
5. Information about the expertise and training of staff in relation to children and young people with special educational needs and disabilities and about how specialist expertise will be secured	What training have the staff supporting children and young people with SEND had or are having?	We have a Support team which is made up of the SENCO, and a number of Therapeutic Leads and Learning Support. Within this team we have staff who have a range of experience and training covering various SEN needs including: Reading Wise and Lexonik- supportive reading programs. We also use a range of innovations to enable processing speeds and learning, such as Sound Therapy and Bala-Vix-X Training is provided to all necessary staff, including teachers and Support Staff as the need arises and there is ongoing training for all staff as well as opportunities to further develop skills. Staff who are new to the school follow an induction program which includes training and information on SEN. As a school, we can call on support from specialist organisations from within the Local Authority as well as Health and Social Care Services
6. Information about how equipment and facilities to support children and young people with special educational needs and disabilities will be secured	What happens if my child needs specialist equipment or other facilities?	If you believe your child needs specialist equipment or other facilities, please contact Alex Douglas or discuss the issue at the next review/parents' evening.

7. The arrangements for consulting parents of children with special educational needs and disabilities about, and involving such parents in, the education of their child.	How will I be involved in discussions about and planning for my child's education? How will you help me to support my child's learning?	We need you to support us and your child by encouraging them to fully engage with their learning and any interventions offered by: Helping them to be organised for their day (including bringing the right equipment and books) Full attendance and good punctuality Attending parent's meetings Attending any meetings specifically arranged for your child We will support you by having regular communication with you.
---	---	---

8. The arrangements for consulting young people with special educational needs and disabilities about, and involving them in, their education	How will my child be involved in his/her own learning and decisions made about his/her education?	Students are encouraged to take part in Student Voice activities; regularly evaluate their work in lessons; attend review meetings; contribute to target setting and review and reflect on their learning and achievements in bespoke Crew sessions, where students are encouraged to maintain journals, complete with time and space to set goals and express their views on school life and the community.
9. Any arrangements made by the Local Academy Board or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs and disabilities concerning the provision made at the school	Who can I contact for further information? Who can I contact if I have a complaint?	Please contact Craig Davies for further information. In the first instance contact your child's crew lead who may refer your concerns to a more senior member of staff if needed. Alternatively, please contact Craig Davies.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and disabilities and in supporting the families of such pupils	What specialist services and expertise are available at or accessed by the school?	As a school, we can access a range of services including Child and Adolescent Mental Health Service (CAMHS); CYPS; Social Care; School Nurse Service; Educational Psychology Service; Early Help Team; Speech and Language Service; and Occupational Therapy Service. These services are contacted when necessary and appropriate, according to your child's needs. The school works closely with Together for Children and the Early Help Assessment Service when appropriate to do so. We also have full time Counsellor employed at Evolve who can work in partnership with any service providing extra emotional scaffolding for our students. If you believe your child needs support from a specialist, please contact Craig Davies or discuss it at the next review/parents' evening.
---	--	--

11. The contact details of support services for the parents of pupils with special educational needs and disabilities, including those for arrangements made in accordance with section 32.	Who should I contact to find out about support for parents and families of children with SEND?	Parents can contact the Together for Children forum for advice, and our local chapter in Sunderland is very active. Parents can also contact IPSEA for independent advice, and Autism Outreach is another local service we work closely with and recommend.
---	--	---

12. The school's arrangements for supporting pupils with special educational needs and disabilities in a transfer between phases of education or in preparation for adulthood and independent living	How will the school prepare and support my child when joining your school or transferring to a new school or post-16 provision?	We liaise closely with home schools and provide additional transition support visits before your child starts. Once your child is accepted into Evolve, an initial meeting will be arranged for you and your child to visit the school, discuss transition, time-tables and to sign all the necessary documentation. We will collectively arrange a start date and after which point your child will begin a bespoke two week induction, led by two experienced members of our support staff. During this daily 2 hour session, your child will complete a variety of milestones including slow integration or small tasters inside the classroom, academic and emotional assessments as well as other planned activities designed to gradually and sensitively prepare your child to enter the classroom.
--	---	---

13. Information on where the local authority's local offer is published	Where can I find out about other services that might be available for our family and my child?	For further information call Together for Children in Sunderland
---	--	--

Key Staff

Executive Principal: Robert Bell
Associate Principal: Karyn Taylor
SENCO: Alex Douglas

You can contact any member of staff by telephoning the main school phone number switchboard on 01919200010.