



THE WILNECOTE SCHOOL

Title of Policy:

SEND Information Report

Member of leadership team with lead responsibility for oversight and update of policy	Mr. M Herbert
Approved at SLT	December 2025
Policy approval at Governing Body	December 2025
Policy review cycle	Annually
Policy review date	December 2026

The Wilnecote School's SEND Information Report

At **The Wilnecote School**, we are dedicated to meeting the diverse needs of all students, ensuring that each individual receives the support required to thrive academically and socially. Our approach to Special Educational Needs and Disabilities (SEND) is rooted in inclusivity, and we aim to create effective opportunities for learning by addressing each student's specific needs.

We believe in the importance of high-quality teaching, which is provided consistently throughout the school. Our teaching practices are adapted to ensure that students face suitable challenges while overcoming any barriers to their learning, this is support by the 'Universal Approach'. We follow a **graduated approach system**, as recommended by the **SEND Code of Practice (Updated 2024)**, to identify and support students at different levels of need.

In line with our commitment to inclusivity, we ensure that our practices are compliant with the **Equality Act 2010**. We use the definition of SEND as set out in **Section 20 of the Children and Families Act 2014**, ensuring that our approach is both holistic and legally informed.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child can be placed on the SEND list if they are making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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
- Widens the attainment gap

In this booklet you will find information that will answer questions on Special Educational Needs and Disabilities and how we provide them at The Wilnecote School. If, after reading this report, you still have questions please contact the SEND department using **send@wilnecotehighschool.org**.

Key people within the Inclusion Department

Assistant Headteacher and SENCO	Mr Herbert
Assistant SENCO	Mr Beck
SEND Support	Miss Andrews
SEND Administrator	Mrs Holmes
Pastoral Lead	Mr Brett

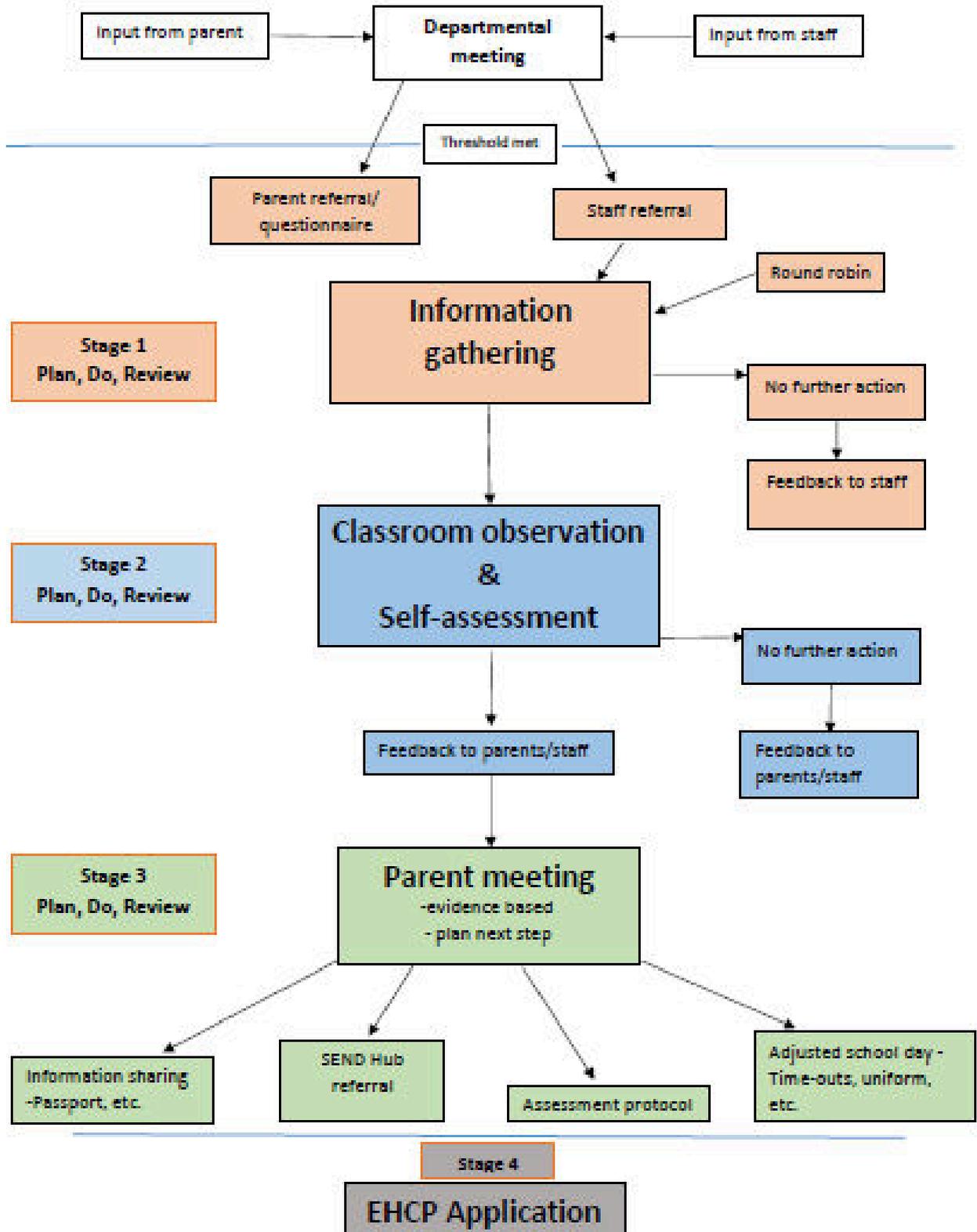
In addition, 7 full time Teaching Assistants, working across the school to support students in subject areas and specific year groups.

- At Wilnecote, we endeavor to provide each student with SEND the support and adjustments necessary to allow them to flourish within our school. Subject teachers are responsible for the progress and development of students in their class, including the support given by Teaching Assistants or external agencies.
- High quality first teaching, adapted for a student's needs, is the first way we respond to students who have SEND. Additional intervention and support cannot make up for a lack of good teaching. To support this, teaching at Wilnecote is regularly reviewed. We have a thorough CPD (training) program and the Universal Approach to ensure teachers have a good understanding of strategies to support and identify vulnerable students and their knowledge of SEND is up to date.
- When a student is identified as having SEND, we use a four-step process to ensure barriers to learning are removed and effective provision is put in place. This process is known as the '**Graduated Approach**'. We use the SEND referral process to ensure that parents, school and external agencies work together, ensuring the student is at the center of all provisions and support provided.

Useful acronyms:

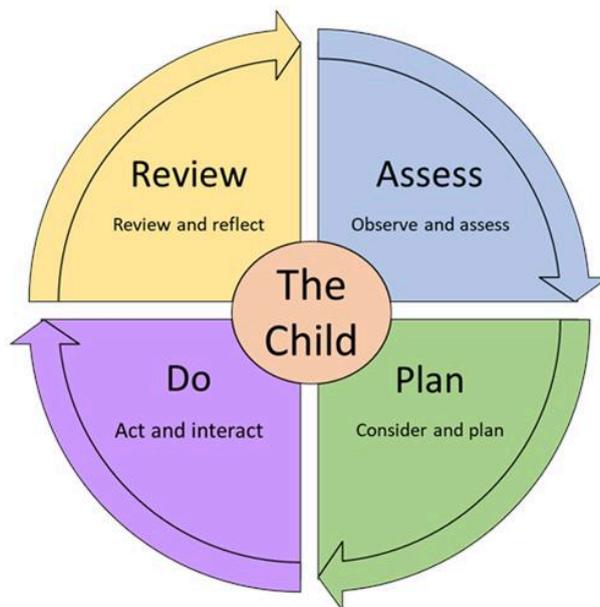
CAMHS	Children and Adolescent Mental Health Service CPD – Continuing Professional Development
DSL	Designated Safeguarding Lead EHA – Early Help Assessment
EP	Educational Psychologist
GP	general practitioner (your doctor) HI – Hearing Impairment
IDS	Integrated Disability Service
LP	Learning Plan
JCQ	Joint Council of Qualifications LSA – Learning Support Assistant OT – Occupational Therapy
SENCO	Special Educational Needs and Disabilities Coordinator
VI	Visual Impairment

SEND Referral System



Assess, Plan, Do, Review

Our Assess–Plan–Do–Review Process



Assess

When a student is identified as possibly needing SEND support, the SEND Department works with teachers and parents/carers to build a clear picture of their needs. We look at the student's progress, classroom assessments, comparisons with peers, feedback from parents/carers, the student's views, and—where needed—advice from external professionals. This assessment is reviewed regularly so we can identify barriers to learning and plan the right support.

Plan

If additional support is required, we agree the outcomes we want the student to achieve and the strategies or interventions that will help them get there. All staff working with the student are informed about their needs and the approaches that will be used. Parents/carers are fully updated on the planned support.

Do

The class teacher remains responsible for teaching and supporting the student day-to-day. They work closely with support staff and specialist teachers to deliver the planned strategies in lessons. The SEND Department supports staff in assessing what is working and provides guidance on how best to meet the student's needs.

Review

We regularly review progress, along with the views of the student and their parents/carers. Support is adjusted based on what is helping and what needs to change. Together, we decide whether the student should continue on the SEND register, move to our monitoring list, or no longer require SEND support.

The Broad Areas of Need

Types of need and what that could look like	Examples of support in our school
<p>Cognition and Learning</p> <p>This is when a student learns at a slower pace than other students in their class. It may be that they have a low reading or comprehension age, dyslexia, dyscalculia or dyspraxia</p>	<ul style="list-style-type: none"> • Adaptive and responsive teaching, in lessons, through high quality teaching based on the Universap Approach • Ability-based teaching groups where necessary • Literacy support • Numeracy support – targeted intervention • TA support in lessons to support students
<p>Communication & Interaction</p> <p>This is when a student has difficulty communicating with others. This may be what they are saying (appropriate use of language) or understanding what is being said to them and social interaction with others –</p> <p>Autism falls into this category</p>	<ul style="list-style-type: none"> • Social interaction and communication groups • Social clubs during lunch and after school • Social skills working groups • Targeted support tailored to the individual • Work with support services and Educational Psychologist when necessary • External support from Autism Inclusion Team for students and Staff. • Regular updates for Staff.
<p>Social, emotional and mental health difficulties This is when a student displays challenging, disruptive or disturbing behaviour. This disruptive behaviour is managed so it doesn't affect learning</p>	<ul style="list-style-type: none"> • Social clubs during lunch and after school • External agencies, School Nurse, Educational Psychologist, Specialist Teacher Service, CAMHS • Range of therapeutic interventions • Work with Educational Psychologist when necessary • ARC attendance support – Monday, Wednesday and Friday mornings. • SEAL Groups

Sensory and/or physical needs

This is when a student has a disability that hinders them from using the educational facilities provided.

- SEND Audit – to ensure student's needs can be met
- Visual and Hearing Impairment Risk Assessments & adjustments to school (e.g. Accessibility/health & safety)
- Sensory Support
- Liaison with the Integrated Disability Service (IDS) and Occupational Therapist

	General	Specific Area Focus			
		Communication and interaction	Cognition and learning	Social, emotional and mental health	Sensory and/or physical
<p>How does The Wilnecote School know if my child needs extra help?</p>	<ul style="list-style-type: none"> • Liaison with primary/previous school. • Concerns raised by parents/carers through the SEND referral process. • Concerns raised by teaching staff or non- teaching staff through the SEND referral process. • Liaison with external agencies • Tracking and analysis of progress data. • Subject deep dives 	<p>Behaviour monitoring system.</p> <p>Observed behaviour by members of staff.</p>	<p>Student’s progress is below expectations despite subject specific interventions</p> <p>Staff raised concerns</p>	<p>Observations through the pastoral system. Observed behaviour by teaching staff, parents, external agencies etc.</p>	<p>Communication between medical professionals and SEND.</p>
<p>How will the curriculum be matched to my child’s needs?</p>	<ul style="list-style-type: none"> • TA support across the curriculum, where appropriate. 	<p>Adapted teaching to meet students’ needs.</p> <p>Use of visual aids and supportive resources.</p>	<p>Adapted teaching to meet students’ needs.</p> <p>Personalised advice when making option choices</p>	<p>PSHE curriculum topics cover topics supporting positive SEMH.</p>	<p>Risk Assessments and use of the fair access policy to ensure access to the curriculum.</p> <p>Health Care Plans in place for those with medical conditions</p>

	General	Specific Area Focus			
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How will you help me support my child's learning?	<ul style="list-style-type: none"> • Home school communication • SEND email address for parents to contact the SEND if there are any issues out of school hours. • Welcome Evening for new Year 7 parents/carers. • Regular opportunities to meet with SENCO, Assistant SENCo and SEND assistant. • Termly Coffee mornings to meet the SEND team 	Discussing the student's individual needs with the young person and parent/carer.	Ensuring the homework is clearly communicated by the teachers using Go4Schools.	Support with the timetable to meet the individual needs of the student.	<p>TA if required to ensure that the lesson is accessible.</p> <p>Adjustments to seating plans.</p> <p>Adjustments to school day to support access to lessons and school.</p>
What support will there be for my child's overall well-being?	<ul style="list-style-type: none"> • Support through a well-established system of pastoral care. • Referral to external agencies after discussions with parents/carers, if required. • Close contact with CAMHS for supporting the recommendations provided by medical professionals for the improved well-being of the student. 	<p>Supervised break times and lunchtime provisions.</p> <p>Room to support a quiet space for students.</p> <p>Supported activities in the main body of the school.</p>	Adapted passes given by SEND and pastoral team to support pupils.	<p>Identified room for the student to go to, if required.</p> <p>Referral to external agencies if required.</p> <p>Assessment by an Educational</p>	TA or pastoral to provide support if required.

• External organisations may not share information directly with the school. If you wish to inform us of any information, please share with the school.

Psychologist and support where appropriate.

Attendance support group sessions.

SEAL Support Groups

Key Relationships in school

-Tutor

-Pastoral Lead

-Pastoral House Manager

-SEND Team

	General	Specific Area Focus			
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<p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> • Educational Psychologist, Staffordshire • Support through the Early Help Assessment (EHA) • Support from a qualified and accredited SENCO, a assistant SENCO, Pastoral Manager, Pastoral heads of year, tutor team • Support from a Literacy Intervention such as Fresh Start, Pastoral Support Officers, where appropriate, Head of Year, form tutor 	<p>Autism Inclusion Team</p> <p>ADHD support through school nurse.</p> <p>Advice and guidance delivered through the SENCO from Staffordshire services.</p>	<p>We offer a range of assessments, for example</p> <p>GL assessments for reading and spelling.</p> <p>Pearson Dyslexic Screening Test (DST)</p> <p>To support Access Arrangements -</p> <p>CAT4 test PAS test Wide Range</p> <p>Achievement Test (WRAT 4)</p> <p>Detailed Assessment of Speed of Handwriting (DASH)</p> <p>Wechsler Individual Achievement Test (WIAT-3)</p> <p>Comprehensive Test of Phonological Processing (CTOPP2)</p>	<p>Mentoring and /or Key support from pastoral lead.</p> <p>Clinical Psychologist will contact the school if further support is required or to make recommendations.</p> <p>Staff have completed additional inset training.</p> <p>Referral to external agencies if required.</p>	<p>IDS Physical Disability Occupational Therapy Educational Psychologist – sensory assessment</p> <p>Play therapy</p>

What training are the staff supporting children and young people with SEND had or are having?	<ul style="list-style-type: none">• There is regular communication from the SENCO to staff and sessions during INSET days.• Regular updates to staff through SEND staff briefings.• Circle of Adults for specific students delivered by SENCO, Teacher in charge of Children Looked After, and EP.				
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	General	Specific Area Focus			
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How will my child be included in activities outside the classroom, including school trips?	<ul style="list-style-type: none"> Adaptation of the activities Risk assessments are carried out prior to any off-site activity. Whilst every effort is made to provide equality of opportunity for all students, in the unlikely event that it is considered unsafe for a child to take part in an activity, then every effort will be made to provide an alternative activity which will cover the same curriculum areas, where the activity is considered an essential part of the curriculum. 	<ul style="list-style-type: none"> Specific arrangements are put in place by tour operators/trip providers to accommodate students with specialist needs, where possible. TA/member of staff may accompany students on trips where support is needed. 			
How accessible is the school environment?	<ul style="list-style-type: none"> The school prides itself on being able to support students with a range of disabilities. All curriculum areas are accessible for students, some department areas are accessed via a lift. 	Medical/ specialists provide guidance and parent support to enable all students to access this.	School Maps are located around the school and on the school website Visual Timetables are made for individuals to access the curriculum independently.	Pastoral leads are available during break and lunch.	<p>Access toilets in various areas of the school.</p> <p>Ramps and lifts to allow access to all areas of the school.</p>

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<p>How will the school prepare and support my child when joining The Wilnecote School or transferring to a new school or post-16 provision?</p>	<ul style="list-style-type: none"> • Transition meeting between the Year 6 teacher and the Transition Co-Ordinator. • Year 6 parents evening for all new students and an opportunity to meet with the SENCO • A member of the SEND department meets with each student's previous SENCO (if SENCO is not available Headteacher or classroom teacher • SENCO attends the annual reviews at previous school, where possible. • Year 6 transition Coffee morning for all parents to attend. • Year 7 specific Coffee morning in first half term. 	<p>Meet with the student prior to starting in Year 7 – tours offered</p>	<ul style="list-style-type: none"> • Transition meeting between the Year 6 teacher and the Transition Co-Ordinator. • When requested we will support external meetings for Year 6 students coming to the Wilnecote School 	<p>Students are offered a TA to mentor them through the transition period</p>	<p>SEND meets the provision of support for adults at the previous school to see how we can meet the student's needs. Meet with the parents/carers, where appropriate, to ensure we meet the student's requirements to access the site.</p>
<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<ul style="list-style-type: none"> • Our team of 7 Teaching Assistants, 1 Assistant SENCO, SEND support and SEND administrator are funded from the SEND budget. • The budget is allocated on a need's basis. The children who have the most complex needs are given the most support, often involving TA in class support. • The distribution of the TAs is allocated to support as many students with SEND as possible and reviewed regularly. • Those on an EHCP, the SENCO or Assistant SENCO will apply on behalf of the student for additional funding to support the individual within the school environment. 				

	General	Specific Area Focus			
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How is the decision made about how much/what support my child will receive?	<ul style="list-style-type: none"> • If there is an ECHP already in place, discussions will take place at the Annual Review meeting • Exams concession testing may be used to identify what special access arrangements are needed for examinations • Students are all treated as individuals. • On-going discussions between parents/carers and SEND team • Students may move off the SEND register if they make sufficient & sustained progress. 	Information passed on by primary schools is used in the early years of secondary school to help identify appropriate support. Feedback from the specialist staff within school e.g. Behaviour Manager, head of Year	Information passed on by primary schools is used in the early years of secondary school to help identify appropriate support.	Recommendations from outside services such as CAMHS and Educational Psychologists.	Meetings with the primary school and any reports from specialised services making recommendations as to reasonable adjustments for students with specific disabilities
How will I be involved in discussions about and planning for my child's education?	<ul style="list-style-type: none"> • Consultations with the SENCO, Assistant SENDCO or SEND assistant. • Regular parents' evenings and curriculum evenings • Termly SEND Coffee mornings. • SENC e-mail address shared for direct communication to the SEND department. 				
What do I do if I want to make a complaint about SEN provision?	<ul style="list-style-type: none"> • For any issue with SEND provision in the first instance contact SENCO and SEND Department send@wilnecotehighschool.org • If this issue is unresolved, please contact Mr Thomas, Deputy Head Teacher lthomas@wilnecotehighschool.org 				

Who can I contact for further information

Pastoral Lead	Mr Brett	abrett@wilnecotehighschool.org
Safeguarding Lead	Mr Simpson	ssimpson@wilnecotehighschool.org
Student Support	Fran Taylor	ftaylor@wilnecotehighschool.org
Year 7 Pastoral Team	Miss Jones	ljone@wilnecotehighschool.org
	Miss Tongue	ltongue@wilnecotehighschool.org
Year 8 Pastoral Team	Mrs Aston	laston@wilnecotehighschool.org
	Miss Julius	sjulius@wilnecotehighschool.org
Year 9 Pastoral Team	Miss Dodwell	rdodwell@wilnecotehighschool.org
	Mr Hyden	shyden@wilnecotehighschool.org
Year 10 Pastoral Team	Mrs Orton	korton@wilnecotehighschool.org
	Mr Herbert	mherbert@wilnecotehighschool.org
Year 11 Pastoral Team	Mr Appiah	eappiah@wilnecotehighschool.org
	Mr Metcalf-Taylor	smetcalfe-taylor@wilnecotehighschool.org

Written in collaboration with Students, Parents / Carers, SENDCO, SLT and SEND Governor.