



## SEND Information Report April 2025

### Wenlock CE Academy

The Special Educational Needs and Disability Regulations 2014 require schools to publish certain information about their policy for supporting children (including Looked After Children) with special educational needs & disabilities (SEND), which must be updated annually. Information reports need to be accessible for all children and parents, and should be presented in clear, plain language. It's important that schools have due regard to the statutory information they need to publish and the need to make the information easy to digest.

This SEND Information Report has been developed in accordance with the 'Special educational needs and disability code of practice: 0 to 25 years' (2015) to ensure all statutory information is included, as well as 'Keeping children safe in education' (KCSIE) 2023 which addresses specific areas and additional risks staff members should be aware of for children with SEND. Wenlock CE Academy upholds an ethos of transparency, and we wish to demonstrate how our school is meeting its duties in all areas relating to SEND.

#### Our Vision

**'With God's love, we are lights for the world'**

With God's love in our hearts, we are eager to reach our goals and stretch our limitless imaginations to build our futures and create aspiring leaders. Everyone is welcomed and respected for their unique contributions as we flourish and grow. Our Christian values help us to keep safe, go above and beyond to build the foundations that shape our school.

| Name of SENCO  | Email address                                                            | Phone number |
|----------------|--------------------------------------------------------------------------|--------------|
| Miss Logan Nye | <a href="mailto:lnye@wenlockacademy.co.uk">lnye@wenlockacademy.co.uk</a> | 01582 730624 |

| Name of Link Governor for SEND | Email address                                                              | Phone number |
|--------------------------------|----------------------------------------------------------------------------|--------------|
| Mr Simon Salem                 | <a href="mailto:Admin@wenlockacademy.co.uk">Admin@wenlockacademy.co.uk</a> | 01582 730624 |





- Do – teachers and support staff work with you to meet the targets set.
- Review – meet to review progress towards targets (at least termly).

### 3 The kinds of special needs which might be provided for at Wenlock CE Academy

There are different types of Special Educational Need, which broadly fall into 4 categories. Many children's needs fall mainly within one of these categories. However, some children have difficulties in more than one area. The areas of need are described as follows:

| Area of need                        | Examples                                                                                                                                                                                                           |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Communication and Interaction       | Speaking, communication and listening difficulties; finding it hard to communicate with others in a socially conventional way; Autism Spectrum Condition                                                           |
| Cognition and Learning              | Difficulties with memory, processing skills or attention difficulties; general learning delay; specific learning difficulties e.g. dyslexia, dyscalculia                                                           |
| Social, Emotional and Mental Health | Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder; Low self –esteem; friendship difficulties; relationship difficulties; trauma; attachment disorder; bereavement                               |
| Sensory/Physical Difficulties       | Hearing/ Visual impairment mobility difficulties; difficulties with fine and gross motor skills e.g. cutting, catching a ball; dyspraxia; sleep, eating, toileting difficulties; sensitivity to noise, temperature |

### Arrangements for assessing and reviewing children's progress towards outcomes

The head teacher and SENDCo hold pupil progress meetings to monitor and analyse the progress of children with SEND and compare the data to the whole school data. It is at these meetings that all children are discussed and from these meetings, we are able to track and monitor the progress of all children as well as those with special needs. We can assess how well children are working towards achieving targets, but also identify children who may need support in other areas.

### How adaptations are made to the curriculum and learning environment of children with special needs



All children access the curriculum, which is not narrowed to those with special educational needs. As part of quality first teaching, we expect all teaching staff to be making reasonable adjustments to meet individual needs. These could include pencil grips, writing slopes, coloured paper or overlays. It can be slightly larger items like wiggle cushions, large elastic/ exercise bands for chair legs or the use of the computer for writing. These types of adaptations do not necessarily mean your child has additional needs: these are adaptations we would expect staff to use to help your child learn the best they can in the classroom environment. We can also adapt our environments slightly as we have areas within the classroom that children can access to have space away from others for some quiet time. This is not a reprimand, and all children are invited to choose to sit quietly if they feel the need to self-regulate - we want our children to manage their emotions confidently on their own.

### **Identifying and assessing children with special needs**

You, as parents and carers know your children best, but sometimes it can be difficult to gauge if your child is displaying a possible special education need or whether they are simply displaying age-appropriate learning behaviours. If you have any concerns, please contact your class teacher in the first instance. They love talking about your children and will talk with you how you can help at home and discuss any concerns you have. Following this initial meeting, there can be a number of outcomes. You may decide to 'watch and see', waiting for another half-term to see if progress or behaviour changes over time.

You may invite the SENCo to observe your child in class and at play to ascertain if they see what you are seeing. You may meet with the SENCo to decide if your child would benefit from an Individual Learning Plan. In school, we don't 'diagnose' special educational needs. We can, with your permission, make referrals to a number of professionals who make recommendations that we can use in school. Referrals can be made to the Educational Psychologist, The Edwin Lobo Centre (Community Paediatrics), CAMHS (Child and Adolescent Mental Health Services), Occupational Therapy and Speech and Language Therapy services. If it is agreed that your child does have additional education needs, they will be placed on the SEN register, and the first cycle of the graduated approach will start (Assess, Plan, Do, Review): you will be informed when this has happened. This will ensure that your child's progress is closely monitored and they receive the support they need, even if they need to attend another setting. The SEND Code of Practice, 2015 states:

*6.43 However support is provided, a clear date for reviewing progress should be agreed and the parent, pupil and teaching staff should each be clear about how they will help the pupil reach the expected outcomes. The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning. Where it is decided that a pupil does have SEN, the decision should be recorded in the school records and the pupil's parents must be formally informed that special educational provision is being made. Arrangements for appropriate support should be made through the school's approach to SEN support.*



An analysis of progression data across Years 3 to 6 each term's assessment data indicates strong progress among pupils with Special Educational Needs and Disabilities (SEND) from their baseline targets.

### **Arrangements for consulting with parents of children with special needs**

You can ask to meet with your child's class teacher at any mutually convenient time. For children who are on an Individual Educational Plan (IEP) or have an EHCP, your class teacher and possibly the SENCo will arrange to meet with you in October, February, and May/ June. If it is appropriate, your child will be asked to join you for that meeting. If it is not appropriate (possibly due to age) their thoughts and wishes will be sought in school at another time and shared at this meeting. Children, regardless of age or ability, will be asked about how they feel about school and the things they enjoy or find challenging: we will record these on a Pupil Passport. This document can be shared with new staff, so they know how your child learns best, this is especially important if your child's class is being covered by another teacher that day. You will also have a copy of this for home to help you talk to your child about what they like and find more difficult at school.

At these meetings, you will review targets, assess the progress towards each one, plan what will happen next and start to implement these both at home and school. Your thoughts and wishes about your child will be recorded on the Individual Educational Plan during these meetings. The class teacher will be able to guide you through how you can help at home to ensure your child successfully meets their target.

For children that have an EHCP they have the same meetings each term which take place around the half term break, as well as their annual review of the EHCP.

### **Involving external support**

At any point, regardless of whether your child has special needs, you can speak to our family worker to make a Family Partnership referral with you. A Family Partnership referral can be made to Luton Borough Council to access wider support for the whole family. This can be for a multitude of reasons and varies from support for young carers (and yourself), parenting support to support groups for a variety of family-related issues. We will work our hardest to help you access and signpost you to access support for you and your family.

If your child has a health condition, we also like to work closely with your child's allocated health professional. We work with our school nurse and access support for a number of health needs in school. Where possible, we aim to attend meetings with you, where appropriate a care plan will be written.



If your child has an allocated social worker, we actively take part in these meetings and welcome social workers into school to support you and your child. At Wenlock we very much believe in joined-up thinking and want to ensure we know as much about your child as possible in order to support them the best we can at school.

### **Teaching approach**

We believe the best way that the majority of children make progress is through quality first teaching. All our teachers and teaching assistants are highly trained and have continuous support from our school leaders and our multi academy trust (DSAMAT).

Our planning reflects this, and we ensure that all children's needs are met, making sure that learning, for the most part, happens in class or closely assessed groups with a trained teacher or teaching assistant. This way we can ensure the experiences of all children. We fully understand at Wenlock that not all children are at the same place in their learning and development and we adapt our plans accordingly. We will discuss the strategies used in class with you at the scheduled meetings, or sooner if you would like an appointment.

### **Transition support**

We work closely with the feeder schools to gain insight into the needs of the Year 2 children with SEND who are going to join our school. The SENCo and the prospective Year 3 Teachers will visit the children's current setting to observe the provision that is already in place for them and ensure that this will be continued at Wenlock. Visits of these children to Wenlock may be arranged if considered beneficial. Transition booklets are collated and provided to the parents of these children to ensure that the children will be prepared for the change to the new setting. For our older children moving up to secondary or High school we work closely with the new school – usually the SENCo and head of Year 7 and/or the form tutor - handing over all documents in a timely fashion as well as attending transition meetings. Year 6 children also follow a specific PSHE programme designed to help them with their thoughts and feelings about transition.

### **Curriculum adaptations and inclusivity in activities**

We expect all children to actively participate in all activities as far as is reasonably possible. Adaptations can always be made to any activity or event. All children are invited to attend residential visits, educational visits and partake in all in school events and activities. Risk assessments can be co-produced with you as parents and carers to ensure your child is safe at all times. Some examples of adaptations we have made in the past are: adapting races at sports' day so that everyone joins in and experiences a level of participation and success, inviting parents to be part of the staff team or residential visits or educational visits and ensuring everyone's successes are acknowledged at star award assemblies.

At Wenlock, our vision is to provide every pupil with the opportunities and support needed to thrive and become a positive influence in the world. The introduction of the intervention room aligns with this vision by offering a dedicated, inclusive space designed to meet individual learning needs.



While a structured timetable is in place, it remains flexible to adapt to each pupil's unique requirements. This approach supports the school's commitment to delivering high-quality, needs-appropriate teaching that enables all children to reach their full potential, in line with national guidance.

The intervention room is a dedicated space where targeted support and specialised interventions are delivered to individuals or small groups. Interventions are highly personalised: some pupils may use the room briefly each day for attention-building tasks, while others may transition between class-based learning and completing tasks within the intervention room. Pupils may also receive structured, small-group instruction based on their needs. Central to the approach is identifying what each pupil needs, why they need it, and how long the support should be provided. Progress is monitored through small steps tracking and Individual Education Plans (IEPs).

The intervention room is overseen by a specialist HLTA and TA. Pupils with an Education, Health and Care Plan (EHCP) or those in the process of securing one, can complete assigned work from their class teacher in a calm, supportive setting. The space is also used to support pupils with identified Special Educational Needs (SEN), helping to close learning gaps through focused group work.

Key activities include:

- Providing a safe, effective learning environment for pupils requiring additional support
- 20-minute first and second-stage reading interventions (e.g., Reading Quest)
- 20-minute fluency sessions focused on counting and number recognition
- 30-minute Colourful Semantics sessions to improve sentence construction
- Zones of Regulation emotional check-ins
- Precision teaching for targeted skill development
- Hamish and Milo well-being interventions.
- Sensory circuits
- Fine and gross motor skills practice
- Multi-sensory teaching and learning experience
- Soft starts and transition support

To ensure continuity and accountability:

- **Intervention books** are used to record the delivery, content, and impact of each intervention session. These books provide an ongoing record of pupil progress and are an essential tool for tracking the effectiveness of specific strategies.



- The **SENCO regularly reviews intervention books** to monitor pupil progress, identify trends, and ensure that interventions remain effective and relevant.
- Working in close collaboration with teachers and intervention room staff, the SENCO helps plan, refine, and adapt interventions to meet each child's individual needs—ensuring every pupil receives the right support, at the right time, in the right way.

### **Accessibility of the school building**

The ground floor of the school is fully wheelchair accessible. Reasonable adjustments will be made as children progress in the school. For parents/carers whose first language is not English, arrangements can be put in place to support them in meetings by arranging to have an interpreter present. These adjustments include, the movement of classrooms to ensure all year groups have a class on the downstairs floor, mini library corners in each classroom so that all children can access a variety of books, and peg lowered to be easily accessed by all pupils.

### **Support for improving social and emotional development**

As an inclusive school all children are taught that we are all unique and we all need support in different areas of our daily lives. Understanding our needs and the needs of others makes us a rich community. No child at Wenlock will be disadvantaged for having a special educational need or disability. Anti-bullying work is very much part of our curriculum throughout the year to ensure that all children understand that our Christian values unite us all. For some children as they get older they start to recognise the differences between themselves and others and this can be an unsettling time. We can provide access to social groups and for some children, there is the option of a nurture group or one-to-one support. Listening to all children is key for them in order that they then make good progress and so we ensure their voice (opinions, thoughts, and feelings) are recorded on their one-page profile.

### **Online safety**

Online safety is an important part of our computing curriculum. You will find full details in our online safety policy. Children with special needs can be more susceptible to online bullying, grooming or radicalisation. Through our anti-bullying, online safety, and computing lessons we ensure that all children including those with special needs are aware of what to do if they ever feel uncomfortable with things they see, read, or hear online. We always encourage children to tell an adult immediately.

### **Sexual violence and harassment**



Sexual violence or harassment is not tolerated at Wenlock in any form. We understand that children with a special need or disability can be more vulnerable to sexual violence or harassment and so staff are all trained to be aware of the signs of abuse, for example pupils with SEND may not communicate an issue verbally but may be displayed in play or pictures/ drawings.

### Evaluating effectiveness

We constantly want to improve our provision at Wenlock and welcome support and challenge from a wide range of sources. Our SENCo is always reading and keeping up-to-date with best practice as well as meeting and liaising with fellow SENCos. We perform a SEND Audit each year using the Whole School SEND evaluation tool. All teaching staff who attend training are asked to evaluate their training and how it has impacted on their teaching and learning and thus impacts the children with SEND in class. Each term the headteacher reports to the governing body on the progress and attainment of children on the SEND register.

**You can find Luton's Local Offer here:**

<https://directory.luton.gov.uk/kb5/luton/directory/localoffer.page>

### Named Contacts

| Name of Individual                   | Email address                                                                  | Phone Number |
|--------------------------------------|--------------------------------------------------------------------------------|--------------|
| Ms Burke - Headteacher, DDSL         | <a href="mailto:oburke@wenlockacademy.co.uk">oburke@wenlockacademy.co.uk</a>   | 01582 730624 |
| Mr Hudson - Deputy Headteacher, DDSL | <a href="mailto:mhudson@wenlockacademy.co.uk">mhudson@wenlockacademy.co.uk</a> | 01582 730624 |
| Miss Nye - SENDCo                    | <a href="mailto:lnye@wenlockacademy.co.uk">lnye@wenlockacademy.co.uk</a>       | 01582 730624 |
| Mr Simon Salem SEND Governor         | <a href="mailto:ssalem@wenlockacademy.co.uk">ssalem@wenlockacademy.co.uk</a>   | 01582 730624 |
| SENDIAS                              | <a href="mailto:sendias@luton.gov.uk">sendias@luton.gov.uk</a>                 | 01582 548156 |

### Handling complaints

The first step of any complaint is to speak to your child's class teacher and/or SENDCo. We hope that by talking through the issues you will be able to resolve a complaint at this stage, however, if this is not the case please make an appointment to speak to the Head Teacher. If you are still dissatisfied with the school's response, the link to the complaint procedure can be found on our website here:



<https://primarysite-prod-sorted.s3.amazonaws.com/wenlock-cofe-junior-school/UploadedDocument/bf4ca78d-76be-4074-814d-7289a2bc97e9/complaints-policy-2022.pdf>