September 2024

Next Review date: September 2025

Special Educational Needs (SEN) Information Report

This report applies to all academies managed by Wootton Academy Trust (WAT).

Wootton Academy Trust

Person responsible: Executive Headteacher

Approved by: Wootton Academy Trust Board of Trustees

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1. Aims

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy which can be accessed via our school website.

Wootton Academy Trust is committed to the principle that every child has individual needs, has an entitlement to access the full curriculum offer and be fully included in all aspects of the life of Wootton Upper School and Kimberley College, irrespective of ability, race, sex or need and should be respected and valued as individuals.

2. What types of SEND does the school provide for?

We are a non-selective, co-educational school in Bedford, Bedford Borough. We believe that all children can be successful given the right support.

We can provide an education for the following needs, as long as the child is able to access mainstream education (this is not an exhaustive list) after our adaptations are made:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
	Mental health conditions
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- Speech and language therapists
- Hearing impairment team
- Visual impairment team

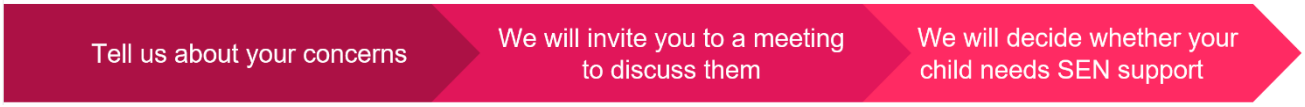
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Mental Health Support Team (MHST)
- Education welfare officers
- Social services and other local authority (LA) provided support services
- Voluntary sector organisations
- Hospital Education (Bedford Borough and Central Bedfordshire)
- Greys Education Centre

3. How are staff trained to support my child with SEND? Are specialist staff available?

All teaching staff and teaching assistants receive high-quality, regular and mandatory training on quality-first teaching practices, as well as training around how to meet the needs of pupils with specific needs. This will be delivered by the SENDCo and/or other relevant staff. Specialist training is delivered by a range of external professionals, for example staff will be trained in how to support pupils with epilepsy, diabetes, allergies that may result in anaphylactic shock or any other medical condition that requires special support.

Specialist staff will be hired based on the need of the child and in coordination with the parent/carer and local authority.

4. What should I do if I think my child has SEND?



If you think your child might have SEND, you should begin by contacting your child's pastoral team, form tutor or subject teacher.

You can contact the SEND by sending an email to send@wootton.beds.sch.uk.

The relevant member of the team will contact you to discuss your concerns.

You can book a brief appointment with the SEND team as a part of our SEND Snap-Shot.

You can also contact the SENDCo directly via email on kgardner-oyemade@wootton.bed.sch.uk.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEND support, we will formally notify you in writing and your child will be added to the school's SEND register and a Pupil Passport will be created with your input and that of your child.

Your child will remain a central part of each process to ensure that their voice is heard.

5. How will the school know if my child needs SEND

support?

All pupils sit baseline tests during the pupil induction period when they start at Wootton Upper School. This provides the school with good data of a pupil's reading, writing and numeracy strengths and weaknesses. We will use this information in addition to any information gained from the child's previous setting.

Diagnostic tests used may include:

- GL Assessments: New Group Reading Test (NGRT)
- Cognitive Abilities Test (CAT4)
- Whole school assessments to work out learning gaps to then plan the curriculum

All teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress academically or socially. If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil additional support to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCo, and will contact you to discuss the possibility that your child has SEND. Wootton Upper School operates a hierarchy of graduated responses to pupil needs which aims to ensure early intervention and implementation of strategies necessary to meet individual pupil needs.

Interventions will be triggered through concern that, despite receiving Wave One support through High Quality First Teaching within class, a pupil:

- Makes little or no progress
- Shows (ongoing) difficulty developing literacy or numeracy skills
- Presents with persistent emotional and behavioural difficulties
- Has sensory or physical problems, which continue despite the use of specialist equipment (or may require additional specialist equipment or advice)
- Has communication and/or interaction challenges which continue despite curriculum adaptations, or may prevent the development of social relationships, or hinder learning.

Concerns may be raised in the first instance with a pupil's Pastoral team, Form Tutor, Keyworker, subject teacher, Assistant SENDCo or the SENDCo who will observe and liaise with the appropriate members of staff to ascertain learning barriers, collect evidence of need and determine what steps should be taken to support the pupil. The team will also compare your child's progress and development with their peers and available national data.

The SENDCo will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

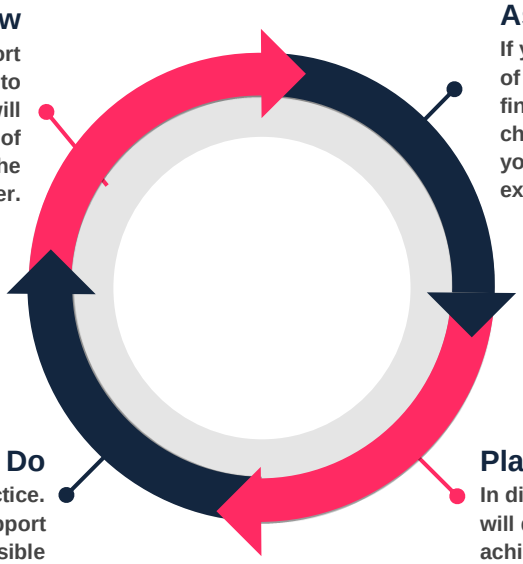
Based on this information, the SENDCo will decide whether your child needs SEND support.

If your child does need SEND support, their name will be added to the school's SEND register, and the SEND team will work with you to create a Pupil Passport for them.

6. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Review

We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for input from you and your child, as well as getting help from external professionals where necessary.

Do

We will put our plan into practice. The class teacher, with the support of the SENDCo, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

The SENDCo and Assistant SENDCo will constantly assess SEND children's progress towards their outcomes through meeting with the children, observing them in lessons and by having regular feedback from their class teachers. Assessment data will also be reviewed and scrutinised to see where strengths and weaknesses are.

This will then be communicated primarily through three meetings per year (either in-person or via telephone which will be communicated by the SENDCo, or Key Worker) where parents/carers and children can feedback their own views on progress towards outcomes. If your child has an EHCP, one of these meetings will be the Annual Review.

The school constantly reviews all children's progress through:

- Current attainment levels are collected and verbal information shared by, respective feeder schools
- All pupils are assessed on entry to school; baseline tests are conducted including reading, English and maths
- Regular quizzing and assessments are conducted by subject teachers
- Current attainment grades are communicated regularly to parents.

- Any child who has, or is suspected to have, additional SEND will be assessed further to identify and henceforth cater for specific needs
- Every child meets with form tutor daily in form groups
- In addition, where a child is placed on the SEND register, a key worker is allocated and is happy to liaise with pupil and parents as and when needed
- Pupil Passports are put in place where deemed necessary, these provide information to teachers about need and advise support strategies
- Additional SEND meetings are included as a part of each parents' evening, as a part of the ongoing dialogue for pupils with SEND support.

7. How will I be involved in decisions made about my child's education?

We highly encourage parents to be in regular contact with the school. We also encourage children to be open about sharing any feelings, difficulties or anything they wish to share with members of staff (this will be mainly done through the child's class/form tutor). We believe this regular contact will have a significant impact on a child's success at school. The primary person of contact is your child's tutor. In addition to the tutor, you can contact the pupil's Pastoral Team and/or SENDCo.

The main ways that parents and children are involved with the school are:

- Meeting to discuss the Home-School Agreement
- Parents evenings that include meetings with the SENDCo or Assistant SENDCo as needed
- Annual reviews for pupils with SEND
- Minimum of three times per year parent communication from the SEND team
- Communication with keyworker
- Transition days for all new year 9 pupils in the Summer and Autumn terms; and, prior to this, an additional taster session for pupils with an EHCP and any other pupils with SEND if discussion with the feeder school suggests it would be appropriate.

Pupils see their tutor each morning and can raise any concerns with the tutor then, we also encourage pupils to speak to any other member of staff.

If you feel an additional meeting is required, please contact the child's tutor, pastoral team or a member of the SEND team.

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

8. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting

- Complete a survey

9. How will the school adapt its teaching for my child?

At Wootton Upper School, we do something special for all children, not just those with SEND. This means that all children benefit from 'high quality-first teaching' (Wave 1 support). If the child is not making sufficient progress with Wave 1 support, the school will consider implementing Wave 2 and Wave 3 support where necessary, in coordination with parents/carers.Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, visual timetables, larger font, etc.
- Deployment of teaching assistants

We provide:

- Tight structures and routines that lead to a very calm and secure school e.g.
    - Very high behaviour expectations
    - Being led by teachers to lessons at key moments of the day
    - Prescription on how to enter/exit a class
    - Carrying equipment to class ready for the next lesson (encouraging focus)
    - Seating plans
- Science of Learning (http://www.learningscientists.org/downloadable-materials)
    - Spaced Practice
    - Elaboration
    - Concrete examples
    - Retrieval Practice
    - Interleaving
    - Dual coding
- Provision of different materials or equipment, differentiated learning strategies through staff development or training
- Devising interventions and monitoring their effectiveness using the assess, plan do review cycle
- Seeking Local Authority support for advice on strategies and equipment or staff training
- In occasional and extreme cases, a pupil's curriculum may be personalised

The above is part of our contribution to Bedford borough's local offer.

10. How will the school evaluate whether the support in place is helping my child?

At Wootton Upper School, we try our utmost to do what we say we do. This means that we constantly monitor the quality of teaching. Lessons and individual pupils will be monitored in lessons by observers, such as keyworkers, the senior leadership team, SENDCo and heads of department.

We will evaluate the effectiveness of provision for your child by:

- Reviewing the impact of interventions, in line with the requires of the intervention
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

Wootton Upper School is an inclusive school where we will always try and extend all opportunities to all pupils. Risk assessments will be carried out prior to trips and activities and reasonable adjustments will be made to accommodate pupils. All extra-curricular activities and school visits are available to all our pupils.

No pupil is ever excluded from taking part in these activities because of their SEND or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEND or a disability?

At Wootton Upper School we ensure that pupils with SEND are admitted on an equal basis with others in accordance with its admissions policy. For more details, see refer to our SEND and Admissions policies.

13. How accessible is the school?

In line with the SEND and Disability Act 2001 the school has an Accessibility Plan. For more information, refer to the SEND policy and the Accessibility Plan.

The school covers a large site and does not have a lift; we work with external professionals to ensure that the necessary adaptations are made to meet the needs of pupils with disabilities.

- Where necessary lessons are re-located to the ground floor
- There are disabled toilets available
- There is a ramp into the building at the reception entrance, and throughout the site
- The school liaises with external professionals where necessary, for example for advice and training
- If communication is difficult for parents, then the school will strive to overcome the barrier, for example by finding a translator or conducting home visits, if necessary

14. How will the school support my child's mental health, and emotional and social development?

We know that a happy child is a successful child. Our staff will always prioritise the wellbeing of the child over all else. We build social and emotional skills through ensuring all pupils take part in a wide range of extra-curricular

clubs, in addition to delivering sessions via our Guidance and assembly schedule. There is a student leadership programme which encourages student voice, as well as regular student surveys.

If pupils need specific social and emotional interventions, these will be investigated on a case-by-case basis. These include 'Talk about' social interventions, the Emotional Literacy Support programme run by our trained ELSAs. Our pastoral and safeguarding teams work closely with external agencies including Early Help and CAMHS, MHST and our school counsellor, where required.

Pupils are also supported by a wide range of staff: tutors, key workers, pastoral teams, SENDCo and SLT.We provide support for pupils to progress in their emotional and social development in the following ways:

We have a 'zero tolerance' approach to all types of bullying including and not subjected to: online, face-to-face, verbal and physical. Bullying is recognised by Wootton Upper School as a form of child-on-child abuse which can have an adverse effect on children's emotional development. We use the preventative quality first philosophy of 'sweating the small stuff' to encourage exemplary behaviour, thus reducing opportunities for bullying throughout the school day. Staff are vigilant on duties both in and around the school and communication amongst departments is strong.

Inclusion meetings draw together staff concerns around pupil interactions and safeguarding to take a proactive approach to bullying before it occurs. There are frequent assemblies which expand pupils' horizons to world events as well as overcommunication of school expectations.

Bullying can happen to anyone in any of the following forms:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying

Prejudicial bullying (against people/pupils with protected characteristics):

- Bullying related to race, religion, faith and belief
- Bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic/biphobic bullying)
- Bullying related to the sex of an individual
- Bullying against teenage parents (pregnancy and maternity under the Equality Act)

Responding to bullying

Wootton Upper School recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential. The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will is logged and investigated by the pastoral team.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
- The DSL will be informed of all bullying issues where there are safeguarding concerns verbally and via our online reporting system.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.

- Sanctions, as identified within the school behaviour policy, and support will be implemented for the perpetrator, in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including Early Help or Children's Social Care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

At Wootton Upper School, we want the best for every child. This means that whether your child is joining us or leaving us for a new destination, we will liaise with other organisations and schools to try and ensure your child has a successful transition. SEND pupils at Wootton Upper School are involved in an extended transition period. The SENDCo works closely with feeder schools to prepare students and their families for the transition to Wootton Upper School.
Whenever a student moves to another setting, we always pass on school records to the new school. If a student has SEND we will also:

- Liaise with the SENDCo or relevant individual to share details of support which has been in place
- Support with the transition process, such as arranging further visits
- If possible, we invite the new setting to the final Annual Review that we will hold for students with an EHC Plan so a transition plan can be set up as part of this meeting.

Once you have decided that Wootton Upper School may be the right place for your child:

- Where appropriate, pupils with SEND are invited to attend addition transition days, where deemed helpful to aid a settled and calm transition
- Members of staff from Wootton Upper School liaise with staff at the child's current school
- Every child is invited to a transition day in July
- There is a dedicated extended induction period in September for all of Year 9
- Support is offered at key transition times during the school life such as:
    - Year 9 option choices
    - Year 10 career interview with guidance and exploring post 16 opportunities
    - Year 11GCSE results and post 16 routes
- There is additional liaison with a new setting and in-depth information is passed on to any new setting a pupil moves on to where deemed necessary
- We will prepare pupils for adulthood by offering the highest quality:
    - Personal, Social, Health and Economic Education (PSHE) programme delivered weekly
    - Assemblies on topical issues
    - Careers advice and guidance – we provide all our pupils with appropriate advice on paths into work or further education

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

16. What support is in place for looked-after and previously looked-after children with SEND?

Kimika Gardner-Oyemade is the designated teacher for looked-after children and previously looked-after children.

The designated teacher will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEND provision in our school should be made to the SENDCo in the first instance.

In the unlikely event that we are unable to resolve a concern which has been raised, the Wootton Academy Trust's Complaints Policy can be accessed via the school website.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Bedford Borough's Local Offer.

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

Bedford Borough Council

Central Bedfordshire Council

National charities that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle