



Wootton
Academy

SEN Information Report

This report should be read alongside our SEND Policy

This document has been produced electronically to allow readers to make use of translation or accessibility features.

Published date: September 2026
Review Date: September 2027

Contents



**Wootton
Academy**

1. Introduction and contacts
2. The Local Offer
3. What types of SEND does the school provide for?
4. Which staff will support my child, and what training have they had?
5. What should I do if I think my child has SEND?
6. How will the school know if my child needs SEND support?
7. How will the school measure my child's progress?
8. How will I be involved in decisions made about my child's education?
9. How will my child be involved in decisions made about their education?
10. How will the school adapt its teaching for my child?
11. How will the school evaluate whether the support in place is helping my child?
12. How will the school make sure my child is included in activities alongside students who don't have SEND?
13. How does the school make sure the admissions process is fair for students with SEND or a disability?
14. How accessible is the school?
15. How will the school support my child's mental health and emotional and social development?
16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?
17. What support is in place for looked-after and previously looked-after children with SEND?
18. What should I do if I have a complaint about my child's SEND support?
19. What support is available for me and my family?
20. Glossary of useful terms



1. Introduction and Contacts

This report aims to explain how we put our Special Educational Needs and Disabilities (SEND) policy into action. In simple terms, we want to show you how we support students with special educational needs in our school. If you'd like to learn more about our SEND arrangements, please view our SEND policy available on our school website.

If you come across any terms in this report that you're not sure about, please have a look at the glossary at the end of the report.



**Wootton
Academy**

Inclusivity

Wootton Academy is an inclusive school. This means that we expect all students to attend and access their learning within all lessons on their timetable. Teachers plan lessons that meet the needs of all learners, ensuring that appropriate support and adaptations are provided within the classroom environment. Our highly trained staff use a wide range of strategies to support students with additional needs; however, these strategies are part of high-quality teaching and benefit all students, not only those with identified special educational needs. This inclusive approach ensures that every student can access the curriculum and make progress alongside their peers.

Who's on the SEND Team?

The SEND Team at Wootton Academy involves everyone. Every teacher and member of staff is responsible for ensuring students with SEND have a positive learning experience and make progress.

The day-to-day leadership and management of SEND across the school is led by the SENDCo, who works closely with parents, students, teachers, support staff, and external agencies.

Everyone on the team is recognised for being skilled, hardworking, and committed to placing students' aspirations at the heart of everything we do.

Our approach:

We value students as individuals and want them to feel safe and supported, enabling them to be confident and flourish, regardless of their special needs or differences. This is vital for them to grow up to lead happy, healthy, and successful lives. Our aim is to prepare them for adulthood.

How we achieve this:

Provision for students with SEND begins with high-quality first teaching. Thereafter, we collaboratively decide on appropriate provision that is 'additional to and different from' the standard curriculum. In collaboration with parents, governors, and the community, we aim to provide an accessible curriculum by removing barriers to learning and addressing individual needs.

How to Contact Us:

Email: SEND@wootton.beds.sch.uk



2. The Local Offer

- The Children and Families Act became law in 2014, requiring local authorities (LAs) and schools to publish and regularly update information about the services available for children and young people with Special Educational Needs (SEN) aged 0–25. This initiative is referred to as the "Local Offer"
- The purpose of the Local Offer is to enhance choice and transparency for families, serving as a vital resource for parents and carers to understand the range of services and provisions available in their local area

You can access the Local Offer for Bedford Borough Local Authority [here](#). Within this resource, there is a dedicated page outlining the provisions available at Wootton Academy.



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

We are a non-selective, co-educational school located in Bedford, within Bedford Borough. We believe that all students can achieve success with the appropriate support. Our school is equipped to provide education for a variety of needs, as long as the child is able to access mainstream education following the necessary adaptations. Please note that this is not an exhaustive list of the needs we can accommodate:

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



4. Which staff will support my child, and what training have they had?

SENDCo – Mrs Guiney (BSc, PGCE, NASENCO, MA)

Deputy SENDCo – Miss Nahar (BSC. OCR Level 5)

Lead Practitioner – Autism Specialist– Mrs Brookbanks

Staff	Training
Teachers	Weekly SEND updates through a bulletin SEND training throughout the year based on training needs as well as specialist training delivered by a range of external professional when required.
Learning Mentors	As above, and additional specialist training relevant to the areas they 'champion'.



**Wootton
Academy**

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

Please contact your child's form tutor initially or their subject teacher if issues are arising in one area of the curriculum.

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

Snap-Shot Sessions – Now Available!

Parents of students currently on roll at Wootton Academy are invited to book a 20-minute slot with a member of our SEN Team. These sessions take place on Tuesdays and offer a chance to discuss your child's progress and any support they may need.

Please Note: You will be meeting with a member of the SEN Team, but the specific staff member will be confirmed on the day of your appointment.

How to Book: Call reception at 01234 767123 to reserve your 20-minute session.



Passports are implemented when an individual is added to the Special Educational Needs (SEN) register. A student would typically be added to the SEN register following the Code of Practice when they are identified as having additional or special educational needs that require support beyond what is ordinarily provided within the classroom setting.

This decision is generally made based on a range of assessments, observations, and input from teaching staff and specialists, such as paediatricians or educational psychologists.

The key factor in determining placement on the SEN register is whether the student's special educational needs significantly impact their ability to access the full curriculum without additional support. Typically, a student would be identified as struggling to meet the expected learning outcomes. The initial stage in this process is quality first teaching, where strategies are employed to support the student within the standard classroom environment. If academic progress remains insufficient, further targeted interventions are introduced. These may include additional support from a learning mentor, specialist teachers, or external agencies. Following this, and in consultation with the student's parents or carers, the student would be formally added to the SEN register, and a student passport would be created.

Over time, if a student makes significant progress and no longer requires the level of support previously identified, they may be graduated off the SEN register.



6. How will the school know if my child needs SEND support?

- ✓ Baseline assessments are conducted upon entry to the school, along with discussions with feeder schools.
- ✓ Every student meets with their form tutor daily in their form groups to really get to know the student.
- ✓ We collect and analyse attainment data, which is communicated to all parents – if a student is not performing at the expected level or making satisfactory progress, we investigate potential gaps in learning. Typically, students without Special Educational Needs and Disabilities (SEND) make quick progress once these gaps are addressed; if not, a referral to the SEN Team is made.
- ✓ Any teacher can initiate a referral to the SEN Team for a child who has or is suspected to have SEND.
- ✓ Further assessments will be conducted to identify specific needs and ensure appropriate support is provided.
- ✓ Inclusion panel meetings are held, which may include members of the SEND and Pastoral Team, Attendance and Curriculum Lead. These meetings are designed to address any queries or concerns and facilitate discussions on how to remove barriers to learning.

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



**Wootton
Academy**

GRADUATED APPROACH TO SEND

**STEP ONE
ASSESS**

**STEP TWO
PLAN**

**STEP THREE
DO**

**STEP FOUR
REVIEW**

**APDR CYCLE(S)
LEVEL 2 (MS)**

THE PUPIL WILL BE PUT ON OUR MONITORING LIST AND STUDENT PUT ONTO MONITORING LIST AND A ONE PAGE PROFILE SENT TO STAFF WITH STRATEGIES AND REASONABLE ADJUSTMENTS IDENTIFIED. THIS WILL BE REVIEWED AFTER ½ TERM WITH A ROUND ROBIN TO STAFF.

**APDR CYCLE(S)
LEVEL 3 (K/E)**

THE PUPIL WILL BE PUT ON OUR SEND LIST AND A PASSPORT CREATED WITH INPUT FROM PUPIL AND PARENTS. IT WILL BE REVIEWED EACH HALF TERM

Teachers are responsible for monitoring the progress of all students. This is completed regularly and communicated to parents (ASSESS)...

Where Quality First Teaching (QFT) has been used (PLAN) ...

and reasonable adjustments made (DO) ...

and students are not making expected progress (REVIEW) ...

teachers may need to make a SEN referral to explore possible SEN.

Evidence of the above graduated approach will need to be included to understand the history of need and provision.

For any Enhancers run, entry and exit data is gathered as part of an APDR cycle and is all mapped on 'Provision Map'.



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

We encourage parents to openly share their thoughts, as we believe that regular communication significantly impacts a student's success at school. The primary point of contact for parents is their child's form tutor.

Communication can take place through phone calls, emails, and online or face-to-face meetings with form tutors, class teachers, or members of the Pastoral and SEN Team. The focus of these discussions will be to listen to any concerns you may have, plan additional support or discuss referrals to external agencies that can assist your child.

Every parent is invited to attend two parents evenings during the academic year: one hosted by their child's form tutor and another with subject teachers. Additionally, parents of students on the SEN list will be contacted twice a year to contribute to the review their child's passport, while those with an Education, Health, and Care Plan (EHCP) will receive extra termly phone calls.



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

The level and frequency of communication will depend on your child's individual needs and abilities. We recognise that no two students are the same, and we make decisions on a case-by-case basis, taking your input into account.

For students on the SEND list, their perspectives are recorded on their passport. If your child has an Education, Health, and Care Plan (EHCP), their views will be gathered before and during annual review meetings.



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

At Wootton Academy, we prioritise a special approach for all children, not just those with Special Educational Needs and Disabilities (SEND). This commitment ensures that every student benefits from high-quality, first-class teaching. Supporting each student in their academic success presents a significant challenge for both teachers and learning mentors. Research from the Education Endowment Foundation (EEF) highlights 5 core practices that can effectively support all students, including those with SEND.

All staff at Wootton Academy are trained to implement these principles in lessons and adapt their teaching methods to meet individual needs whenever applicable and possible.

The 'Five-a-day' principle: High quality teaching benefits pupils with SEND



In addition, we provide tight structures and routines that lead to a very calm and secure school e.g.

- ✓ Use of Excellence Cards
- ✓ Attitude to Learning score for every lesson logged on 'Classcharts'
- ✓ Very high behaviour expectations
- ✓ Being led by teachers to lessons at key moments of the day
- ✓ Prescription on how to enter/exit a class
- ✓ students carry equipment to class ready for the next lesson (encouraging focus)
- ✓ Seating plans



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

We continuously monitor the quality of teaching across the school. Lessons and individual students are observed by various staff members, including learning mentors, Senior Leadership Team (SLT) members, the central SEN Team and Heads of Department.

We regularly review passports for those on the SEND list, along with data on attendance, behaviour, and academic performance, to assess whether progress is being made.

If a student is placed in a short-term, evidence-based Enhancer, they will be assessed upon entry and again at the point of exit to evaluate their progress.



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

Wootton Academy is an inclusive school where we will always try and extend all opportunities to all students. Risk assessments will be carried out prior to trips and activities and reasonable adjustments will be made to accommodate students. All extra-curricular activities and school visits are available to all our students. No student is ever excluded from taking part in these activities because of their SEND and we will make whatever reasonable adjustments are needed to make sure they can be included.



**Wootton
Academy**

13. How does the school make sure the admissions process is fair for students with SEND?

The SEND Team responds to all consultations sent by the Local Authorities regarding students with Education, Health, and Care Plans (EHCPs) to determine whether we can meet their needs as a school.

This process is distinct from the standard admissions procedure. Wootton Academy ensures that students with SEND are admitted on an equal basis with all other students, in accordance with our admissions policy.



14. 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 with a lift in our new building; we work with external professionals to ensure that the necessary adaptations are made to meet the needs of students 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



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

We recognise that some children have additional emotional and social needs that require development and nurturing. These needs can manifest in various ways, including behavioural difficulties, anxiety, and barriers to effective communication.

- ✓ Every student has a form tutor whom they see each morning. Each year group is supported by a Head of Year, a Pastoral Support Worker, a Safeguarding Officer, and a designated member of the SEND Team.
- ✓ Students follow a structured Personal, Social, and Health Education (PSHE) curriculum each year to foster their development.
- ✓ Students participate in a weekly assembly.
- ✓ We offer various interventions, such as anger management, ELSA (Emotional Literacy Support Assistant), Lego Therapy, and Talk About sessions.
- ✓ Our team collaborates closely with external agencies to provide further support.
- ✓ We maintain a zero-tolerance policy toward poor behaviour, including bullying.
- ✓ We offer a wide range of extracurricular clubs during lunchtime and after school to enhance students' social experiences.



**Wootton
Academy**

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

At Wootton Academy, we want the best for every student. 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.

Whenever a student moves to another setting, we always pass on school records to the new school.

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



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

- Where appropriate, students with SEND are invited to attend an additional transition day, where deemed helpful to aid a settled and calm transition.
- Members of staff from Wootton Academy liaise with staff at the child's current school.
- Every child is invited to 2 transitions day in July.
- There is a dedicated extended induction period in September for all of Year 7 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 11 GCSE 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 student moves on to (where deemed necessary).
- We will prepare students 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 students with appropriate advice on paths into work or further education



Timeline

Action	Who is involved	When?
Students with an EHCP apply to their LA through the annual review process and WUS is consulted regarding our ability to meet needs	Lower school SENDCo, LA and WUS SEND Team	September onwards
Secondary school places are confirmed, and data is gathered from the feeder school	Head of Year 7, WUS SEND Team, Lower School Transition Lead	March onwards
SEND Team at WUS arrange meetings with current school to discuss needs of SEND students joining us	Lower school SENDCo and WUS SEND Team	After the Easter holidays
SENDCo organises an additional transition event for identified high needs SEND students (referred by Lower School SENDCo)	WUS SEND Team and Lower school SENDCo	June onwards
Official transition days for all students	All staff	July



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

Mrs 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 student'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 students will also have a personal education plan (PEP). We will make sure that the PEP and any Passports complement one another.



**Wootton
Academy**

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

Complaints about SEND provision in our school should be made to the SEND Team 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](#).



19. 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](#)

20. Glossary of Useful Terms



- **Access arrangements** – special arrangements to allow students with SEND to access assessments or exams
- **Adaptation** – when teachers adapt how they teach in response to a student's needs
- **Annual review** – an annual meeting to review the provision in a student's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a student with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **EEF** – The Education Endowment Foundation
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the student's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the student
- **Intervention/Enhancer** – a short-term, targeted approach to teaching a student with a specific outcome in mind
- **LA** – Local Authority
- **Local offer** – information provided by the local authority which explains what services and support are on offer for students with SEN in the local area
- **Outcome** – target for improvement for students with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCO** – the special educational needs and disabilities co-ordinator **SEND** – special educational needs and disabilities
- **SEND** – special educational needs and disabilities / **SEN** – special educational needs
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports students with SEN
- **SEN support** – special educational provision which meets the needs of students with SEN
- **SLT** – Senior Leadership Team
- **Transition** – when a student moves between years, phases, schools or institutions or life stages