

SEND Information Report: 2024/2025

The Special Educational Needs and Disability Regulations 2014 require schools to publish certain information regarding our provision for students with SEN. We hope parents/carers of current and prospective students find the following information helpful and we encourage all interested parties to contact the school for more information.

Introduction:

The Wordsley School is a fully inclusive mainstream secondary school that values diversity and promotes equal opportunities for all students. We recognise that some students may require additional support to achieve their full potential. Our SEND provision ensures that every young person, regardless of their starting point or additional need, is able to access a broad and balanced curriculum in a safe, caring, and supportive environment.

Our SEND Information Report is written in line with:

- The Children and Families Act 2014
- The SEND Code of Practice (2015)
- The Equality Act 2010
- Dudley Local Authority's SEND policies and procedures

Identification of SEND:

We adopt a graduated approach to the identification of SEND as outlined in the SEND Code of Practice. Students may be identified as having SEND through:

- Primary school transition data and early liaison with feeder schools
- Screening tools and diagnostic assessments
- Parental or carer concerns
- Teacher referrals based on classroom observations or lack of expected progress
- Monitoring of academic data, attendance, behaviour logs, and emotional wellbeing indicators
- External agency assessments (e.g. Educational Psychologist, Speech and Language Therapist)

Types of support are offered depending on the level of need:

- **SEN Support** (school-based provision)
- **Education, Health and Care Plans (EHCPs)** for more complex needs

Categories of need:

We support students with a wide range of needs, grouped into the four broad areas:

Communication and Interaction

- Autism Spectrum Condition (ASC)
- Speech, Language and Communication Needs (SLCN)
- Interventions: Social Skills Groups, Speech & Language therapy input, structured routines and visuals, use of PECS and Now/Next boards

Cognition and Learning

- Dyslexia, Dyscalculia, Moderate Learning Difficulties (MLD)
- Interventions: Catch-up Literacy, 1:1 support with Teaching Assistants, differentiated curriculum access

Social, Emotional and Mental Health (SEMH)

- Anxiety, ADHD, trauma-related difficulties

- Interventions: ELSA (Emotional Literacy Support), counselling sessions, mentoring, Safe Space provision, access to CAMHS and Early Help

Sensory and/or Physical Needs

- Visual Impairments, Hearing Impairments, Dyspraxia, physical disabilities
- Interventions: Specialist equipment, personal care support, close liaison with Occupational Therapists and the Sensory Inclusion Service

Provision and support:

At the Wordsley School, we use the **Graduated Response** (Assess – Plan – Do – Review) model to personalise support:

- **Wave 1 – Quality First Teaching (QFT):** Differentiated teaching strategies, inclusive classroom practice, scaffolding
- **Wave 2 – Targeted Group Interventions:** Literacy & numeracy catch-up sessions, social and communication skills groups, reading comprehension clubs
- **Wave 3 – Specialist/Individualised Support:** EHCP implementation, 1:1 support staff, external therapy input

We maintain a **SEND Register**, updated termly, and students with additional needs have **Student Passports** or **Learning Plans**, which outline:

- Student strengths and challenges
- Recommended classroom strategies
- Interventions in place
- SMART targets (Specific, Measurable, Achievable, Relevant, Time-bound).

Curriculum access and Inclusion:

All students follow a broad and balanced curriculum, with adjustments made where necessary.

A small number of students may have a personalised timetable or reduced curriculum to support their needs.

Support is also available during unstructured times (break/lunch) and in transitions between lessons.

Examination Access Arrangements (AAs) are put in place based on assessed need, including extra time, a reader, scribe, or rest breaks.

Working in partnership with parents and carers:

We believe strong relationships with families are essential. We offer:

- Regular parent meetings, including review meetings for LPs and EHCPs
- Access to a dedicated SEND section on our website
- Open communication through email, phone, or in-person appointments

Parents are fully involved in decisions about their child's support. We also support families in accessing local authority services and external support networks.

External agency involvement:

The Wordsley School works closely with external professionals, including:

- Educational Psychology Service
- Speech and Language Therapy (SaLT)
- Occupational Therapy
- Child and Adolescent Mental Health Services (CAMHS)
- SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service)
- Physical Impairment and Medical Inclusion Service (PIMIS)
- Social Care and Early Help Services

Training and Expertise:

We invest in continuous professional development:

1. SENCO holds the National Award for SEN Coordination
2. All staff receive annual SEND training on areas such as autism awareness, dyslexia strategies, ADHD management, and trauma-informed practice
3. Teaching Assistants receive specialist training in literacy/numeracy intervention, emotional support, and assistive technology

The name of our SENCO is Miss Sarah Austin

Transition arrangements:

Year 6 to Year 7 Transition:

- Early identification and planning with feeder primary schools
- Additional transition visits and SEND pupil passports
- Parent/carers transition meetings

Post-16 Transition:

- Liaison with local colleges, sixth forms, and training providers
- Careers advice and guidance tailored for SEND students
- Supported visits and applications

Complaints procedure:

If a parent/carers is concerned about SEND provision, they should:

- First speak with the SENCO – Miss Sarah Austin
- If unresolved, contact the Headteacher
- If still unresolved, follow the school's formal complaints policy (available on our website)