



## SEN Information Report: 2025/2026

At The Wordsley School, we are committed to providing a fully inclusive education where all pupils, regardless of need, are supported to achieve their full potential.

In line with the SEND Code of Practice (2014) and the Special Educational Needs and Disability Regulations (2014), this report outlines how we identify, support, and monitor pupils with Special Educational Needs and Disabilities (SEND).

We believe that:

- Every teacher is a teacher of SEND
- High-quality teaching is the first and most important provision
- Inclusion is at the heart of everything we do

### **We provide for the following kinds of special educational needs (SEN):**

Pupils at The Wordsley School present with a wide range of needs. These fall within the four broad areas identified in the SEND Code of Practice: communication and interaction, cognition and learning, social, emotional and mental health (SEMH), and sensory and/or physical needs. Our provision is designed to be flexible and responsive so that we can meet the needs of pupils across all of these areas.

### **We identify and assess pupils with SEN using the following methods:**

We take a thorough and proactive approach to identifying SEND. When pupils join the school, we gather information from a range of sources, including primary schools, parents and carers, baseline assessments, and prior attainment data. This allows us to build a clear picture of each pupil's starting point.

As pupils progress through the school, their attainment, progress and wellbeing are closely monitored through regular assessment points, faculty reviews and whole-school progress meetings. Concerns may be raised by teaching staff, pastoral teams, parents, external agencies or the pupils themselves. Where this happens, further assessment is undertaken, which may include classroom observations, work scrutiny and specialist assessments where appropriate.

We follow a graduated approach to SEND, ensuring that decisions are based on a careful analysis of evidence. This ensures that support is timely, appropriate and tailored to the individual.

### **The Graduated Approach (Assess, Plan, Do, Review)**

At Wordsley, all SEND support is underpinned by the Assess, Plan, Do, Review cycle. This ensures that interventions are purposeful and regularly evaluated.

In the first instance, high-quality teaching and adaptive classroom practice are used to meet need. Where pupils require additional support, targeted interventions are introduced and carefully monitored. For pupils with more complex needs, specialist support is sought through external agencies and, where appropriate, an Education, Health and Care Needs Assessment may be requested.

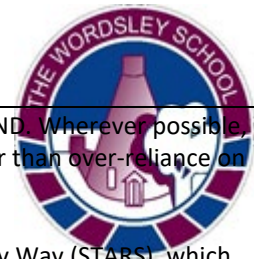
This cyclical approach allows us to continually refine provision and respond effectively to each pupil's progress and changing needs.

### **Provision Mapping and Monitoring**

Provision mapping is a central part of our SEND practice at Wordsley. It allows us to clearly identify the support each pupil is receiving, ensures consistency across subjects, and enables us to evaluate the impact of interventions over time.

All staff have access to learning plans and are expected to use them to inform their teaching. The impact of provision is regularly reviewed through data analysis, lesson visits, work scrutiny and pupil voice. Interventions are evaluated not only in terms of academic progress, but also engagement, wellbeing and readiness to learn.

### **Our approach to teaching pupils with SEN includes:**



We believe that inclusive, high-quality teaching is the most effective way to support pupils with SEND. Wherever possible, pupils remain in mainstream lessons and are supported through adaptive teaching strategies rather than over-reliance on withdrawal or one-to-one support.

At The Wordsley School, this is underpinned by our teaching and learning framework, The Wordsley Way (STARS), which promotes consistency and clarity across the classroom. Teachers use a range of strategies such as modelling, scaffolding, chunking of tasks and structured questioning to ensure that all pupils can access learning.

Staff are supported through ongoing professional development and have access to clear, concise information about pupils' needs through learning plans and provision mapping.

#### **We adapt the curriculum for pupils with SEN in the following ways:**

We are committed to ensuring that the curriculum is accessible to all pupils. This is achieved through a combination of adaptive teaching, personalised pathways and targeted intervention.

For some pupils, this may include additional literacy and numeracy support or a modified timetable to better meet their needs. As pupils move into Key Stage 4, careful consideration is given to option choices and pathways to ensure that they are both appropriate and ambitious.

Where required, we assess and apply for examination access arrangements in line with national regulations.

#### **We enable pupils with SEN to engage in the activities of the school, together with pupils who do not have SEN, in the following ways:**

We are committed to ensuring that all pupils can fully access school life. Reasonable adjustments are made where necessary to support individual needs, including adaptations to the environment, use of assistive technology and additional adult support where appropriate.

All pupils with SEND are encouraged and supported to take part in trips, visits and enrichment opportunities. We work carefully to remove barriers to participation so that all pupils feel included and valued.

Some of these are detailed below:

- Adaptations with uniforms to support sensory issues
- Software on computers to support Hearing Impaired and Visually Impaired pupils
- Physical needs through lift passes, early in and out passes, front of dinner queue passes
- Sanctuary for those requiring time out for SEMH issues with specialist staff on hand to support.
- Full time Medical Officer to support high level needs throughout the day
- VI pupils – Physical adaptations to the building to support high level VI needs pupils
- All SEND pupils have access to trips and educational visits – we send additional specifically trained staff to support individual needs
- Counselling Service to support SEMH issues
- Quality first teaching to support and enhance learning and adaptations to curriculum materials where required
- Breakfast club and homework club will be accessible to all pupils when government guidance permits.

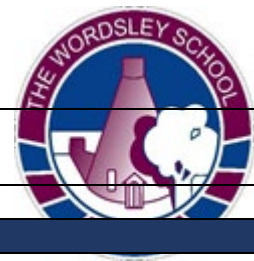
#### **At The Wordsley school, we take our Pastoral responsibilities very seriously.**

We recognise the significant impact that social, emotional and mental health needs can have on a pupil's ability to learn. As such, we have developed a strong pastoral and safeguarding system to support pupils in this area.

Pupils have access to a range of support, including Heads of Year, PSL's TA's, HLTA's, safeguarding staff and external counselling services. The Inclusion Hub and Sanctuary play a key role in supporting regulation and emotional wellbeing, providing early intervention and reducing the need for more formal sanctions.

We have access to the following interventions and support for SEMH:

1. Heads of Year: providing daily contact for low level concerns and emotional upset due to family and personal issues
2. PSL: one to one and small group interventions to support pupil emotional and social difficulties
3. Safeguarding Team: one to one support for those experiencing significant difficulties due to Mental Health and vulnerabilities
4. Sanctuary: small designated area for quiet working and respite for those with emotional, medical and mental health difficulties.
5. Educational Psychologist (The School Psychology Service)
6. Behaviour and Mental Health Support Workers (Local Authority)
7. School counsellor



## 8. Cherry Trees Medical and Home Tuition Services (External)

The name of our SENDCO is Miss Sarah Austin

**Listed below are the names of staff members possessing expertise related to SEN:**

Name: Sarah Austin

Job role: Assistant Headteacher Inclusion

Expertise: Qualified SENDCO

**In addition, we use the services of the following specialists:**

- Educational Psychologist
- Specialist Teachers Services
- Counselling
- Child and Mental Health Services (CAMHS)
- Occupational Therapist
- Behaviour and Mental Health Support Workers
- Family Support Workers
- Social Care (Early Help Assessments)
- Sensory Inclusion Services (HI and VI)
- School Nurse
- Medical Officer
- Outreach advisors
- Cherry Tree Learning centre outreach

**We currently possess the following equipment and facilities to assist our pupils with SEN:**

As a school we can access a range of services and equipment specific for children's needs. Should your child require specific facilities, please contact the SENDCO who will make the appropriate arrangements.

There is the following equipment currently available:

- Radio aids
- Software to support VI and HI pupils
- Laptops for individual usage

**Our arrangements for ensuring the involvement of parents of children with SEN are as follows: Parents are informed when their child is identified as requiring additional support.**

We believe that strong relationships with parents and carers are essential. We ensure that parents are informed at all stages of the SEND process and are involved in decision-making about their child's support.

Regular communication takes place through meetings, progress events and direct contact with the SEND team. Parents are encouraged to share their views and contribute to reviews, particularly for pupils with Education, Health and Care Plans.

**Our arrangements regarding complaints from parents of pupils with SEN are as follows:**

If parents have concerns about SEND provision, they are encouraged to contact the SENDCO in the first instance. Should concerns remain unresolved, the school's formal complaints procedure can be followed, details of which are available on the school website.

**We work with the following bodies to ensure the best possible provision for our pupils with SEN:**

To ensure that we provide the highest quality support, we work closely with a range of external agencies. These include educational psychologists, speech and language therapists, CAMHS, occupational therapists and local authority services. This collaborative approach allows us to access specialist advice and ensures that provision is informed by a range of professional perspectives.

- Child and Mental Health Services: information sharing, action planning meetings, problem solving activities, support services for guidance and advice.
- Dudley Local Authority: Specialist Teachers, Speech and Language Team, CIPS team, Occupational Therapist. Working together to share information, action planning meetings, problem solving activities, support services for guidance and advice, assessments and Education Health and Care Plans.
- WHAT centre Counselling: one to one support for pupils

**Parents of children with SEN may find the following support services helpful, in addition to the academy's offerings:**

Further information about SEND services in the local area can be found through the Dudley Local Offer.

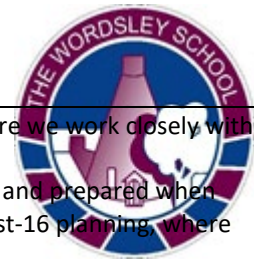
Dudley Local Offer for SEND – Dudley's Local offer, explaining what is available on a local authority basis, can be found using the following link: [Dudley Local Offer | Dudley Council](#)

Other useful website:

Dudley SENDIASS - [Dudley SENDIASS - Special Educational Needs and Disabilities Information, Advice, Support Service | Dudley Council](#)

Dudley CAMHS - [About Dudley CAMHS](#)

**Our transitional arrangements for pupils with SEN include:**



We place great importance on supporting pupils at key transition points. This begins in Year 6, where we work closely with primary schools to gather information and plan appropriate support.

Additional transition activities are arranged for pupils with SEND to ensure that they feel confident and prepared when joining The Wordsley School. Support continues throughout their time with us and extends into post-16 planning, where pupils are guided towards appropriate next steps.

- We liaise closely with all Primary Schools and Local Authorities. Pupils needs may require additional transition time or planning if it is needed.
- The SEND team visit pupils in Primary Schools.
- Should a pupil move schools the school would ensure that the appropriate information is passed to the new school and if necessary a transition meeting held
- The school supports all pupils in preparation for Post 16 educational training. The school has a careers officer who meets pupils to ensure they are on the best Post 16 route.