



Special Educational Needs and Disabilities (SEND) Information Report September 2026

Introduction School Vision and Values

As required by the SEND Code of Practice and the Equality Act 2010, academy proprietors must publish details on how the Board of Directors' policy for pupils with Special Educational Needs and Disabilities (SEND) is implemented.

At The Wellington Academy (TWA), we are committed to inclusion and equality, aiming to meet the individual needs of every pupil, ensuring that the curriculum is appropriately adapted to support all learners in becoming confident, capable, and happy.

This SEND Information Report is reviewed and updated annually. Any significant changes occurring during the school year will be reflected as promptly as possible to ensure accuracy and transparency.

TWA categorises and provides for SEND in line with the Special Educational Needs Code of Practice (2015):

Area of need	Need
Communication and interaction	Autism Sensory Processing Disorder Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyscalculia and dyspraxia, Moderate learning difficulties, Severe learning difficulties
Social, emotional and mental health	Attention Deficit Hyperactivity Disorder (ADHD) Attachment disorder/Adverse Childhood Experiences Obsessive Compulsive Disorder OCD/other clinical MH diagnosis Attention Deficit Disorder (ADD) Tourette's
Sensory and/or physical	Hearing impairments Visual impairment Multi-sensory impairments Physical impairments



How the school identifies pupils with SEND:

The definition of when a child has special educational need is “where their learning difficulty or disability calls for educational provision which is different from or additional to that normally available to pupils of the same age.

Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.” (SEN Code of Practice).

Referral process (internal & external)

As part of an ongoing supportive process, staff use tracking data and their knowledge of pupils to identify those who may require additional support. If a concern arises regarding a possible undiagnosed special educational need, it is referred to the SENDCo.

The SENDCo will investigate further by:

- Consulting with parents/carers
 - Gathering the pupil's views
 - Collecting insights from teaching and support staff
 - Conducting appropriate assessments
 - Referring to external specialists if needed
- If a special educational need is suspected or confirmed, a meeting may be arranged with parents to discuss the pupil's needs and agree on next steps.

If parents/carers are concerned about a potential unmet need, they would in the first instance, contact their child's form tutor, or they can book a Monday afternoon drop-in session with the SENDCo – please email to book: TWA-SEND@twascendlearningtrust.org.uk

Literacy & Numeracy

Upon entry into Year 7—and at appropriate points for in-year admissions—students complete Cognitive Abilities Tests (CATs) and New Group Reading Tests (NGRT). The results provide valuable insight into each pupil's strengths and areas for development, enabling the learning support team to deliver targeted support in reading and literacy, numeracy assessments for support are completed as required.



Social Emotional and Mental Health

Upon entry into school, students complete a PASS (Personal Attitudes to Self and School) electronic assessment. This identifies potential non-academic barriers affecting learning and engagement and supports the learning support team in assessing whether further assessment/signposting is needed.

Transition

Transition from Primary School

As part of our primary transition process, the enhanced transition team visits all local primary schools to identify pupils with SEND who will be joining The Wellington Academy in Year 7. In line with our SEND policy, pupils currently on their primary school's SEND register will be placed on the SEND register and will continue to be monitored and supported at The Wellington Academy. Their progress will be tracked closely, and their SEND status may be reviewed and updated as needed to reflect their evolving needs.

For identified young people an enhanced programme of visits will be offered which includes additional secondary school visits to prepare for Year 7.

A member of the SEND leadership team will attend annual reviews or Team Around the Child (TAC) meetings for identified pupils, when invited and where possible.

Transition to Post 16 Education

To support a smooth transition beyond Year 11, The Wellington Academy conducts timely annual reviews that inform a well-planned and personalised enhanced transition programme, with visits to Further Education providers if appropriate. This ensures students are fully supported in their progression into further education, training, or employment.

We have a school careers advisor who meets regularly, particularly with Key Stage 4 students with SEND. They can advise and assist with college or sixth form applications

Provision and support

Your young person's teacher is responsible and accountable for the progress and development of all the students in their class. Staff at the Wellington Academy strive to provide High Quality Teaching and reasonable adjustments allowing access to the curriculum, to all pupils.



Teachers prepare Schemes of Learning and lessons which support the learning and progress of all pupils, creative and innovative teaching techniques and the use of a variety of resources. Individual departments are responsible for their curriculum and teaching staff adapt their resources to suit the needs of all learners, including those with SEND in their classrooms (known as adaption). Such in-class adaptations may involve many resources and strategies, dependent upon the needs of the pupil.

Accessing the curriculum

Despite High Quality Teaching, some pupils may not make the progress expected due to a range of factors, including potential unmet needs. Where appropriate, these pupils may be added to the SEND register and may receive targeted additional support or interventions in school or from external specialist services

In school:

ELSA (group and 1:1) and EBSNA packages (Emotionally Based School Non-Attendance)

Numeracy (Group and 1:1) – IDL, maths difficulties screening

IDL Literacy (Group and 1:1) - IDL, Corrective Reading Programme, Toe by Toe Phonics programme, Lexia

Block/Brick/Social Skills Programme

Handwriting/Touch Typing

Speech and language support

Sensory Circuits

Bespoke SEND Personal development programme

PACE approach – Playfulness, Acceptance, Curiosity Empathy

Specialist services Offsite/onsite Alternative Provision

Specialist SEN Service (SSENS)

School nursing team/Childhood and Mental Health Services (CAMHS)

Occupational Therapy/ Speech and Language Therapy

Visual and Physical Impairment Services



PSHE/RSHE

We believe in inclusive education and that young people with SEND should be included in all areas of the curriculum.

Despite best efforts of access, there may be some young people who require enhanced adaptations to the Relationships, Sex and Health Education curriculum, where there is sensitive content.

These young people will have been identified via Form tutors, subject teachers, SEND department or parents: subsequently referred to the SENDCo.

Where possible a teaching assistant is placed into PSHE groups to support with sensitive topics.

Interventions available at The Wellington Academy are listed below and are allocated based on need or the F section of an individual EHCP:

Area of need	Need	Support/Intervention
Communication and Interaction	Autism Spectrum Disorder (ASD)	Visual timetables Social stories Uniform adaptations Block/Brick Programme/Social skills Keyworker (if appropriate) Check ins Visual now/next Group ELSA Regulation Plans Keyworker Comic strip conversations
	Speech and language difficulties	Speech and Language Therapy programmes (external)/HLTA/Communication plan (if appropriate) Allow extra processing time Now/Next Keyworker Oracy Strategies – turn & Talk



Area of need	Need	Support/Intervention
Cognition and learning	Specific learning difficulties, including dyspraxia, dyslexia and dyscalculia	Assistive technology as needed Check ins Key Skills literacy Key skills maths Handwriting intervention Additional scaffolds (such as pre-written information sheet/) Resources on Dyslexia friendly fonts Targeted numeracy and/or literacy interventions Occupational therapy programmes (external) Visual timetables Visual now/next Processing time Keyworker Touch Typing Sparx Maths Sparx Reader Sparx Science Seating plan adjustments SEND pathways Core Boosters (English/Maths/Science) Exam Access Arrangements
Social, Emotional and mental health	ADHD, ADD, Adverse Childhood Experiences (ACE), OCD and/or clinically diagnosed mental health needs	Visual timetables Social stories Regulation plans/EBSNA packages Check ins Keyworker ELSA (Emotional Literacy Support Assistant)
Sensory and/or physical	Hearing/visual/physical Impairment Multi-sensory impairment/ Diagnosed sensory processing needs	Use of assistive technology (where recommended by professionals) Limiting classroom displays; adaptive technology/fonts as recommended Access to lift PEEP – (Personalised Emergency Evacuation Plans) Adaptive technology as recommended by professional's Sensory audit review; professionally recommended sensory diet, access to quiet space/ Check in Sensory Circuits



Monitoring and Evaluation

All pupils on the SEND register will have a Pupil Passport created with a member of the SEND department, parents and the young person with agreed targets and teaching strategies, that will be reviewed as part of the Assess-Plan-Do-Review cycle, this will be a minimum of 3 times a year. Throughout the year your child's Form Tutor, Head of Year or Key Stage will liaise with you to monitor and support progress.

The Pupil Passport is accessible to all staff in school via the school information system, Arbor and Provision Map (Edukey).

The SENDCo, along with the Deputy Headteacher for Inclusion, regularly carry out 'drop ins' to classroom to monitor the implementation of the Pupil Passport. Findings from classroom drop-ins are shared with teaching staff through a coaching approach. This method supports both staff development and the progress of the identified pupil. This data feeds into our electronic monitoring system for those on the SEND register – **Provision Map and Arbor**. This is where provision is mapped out according to need.

What training have the staff had or will be having?

Staff receive annual updates during INSET days at the beginning of the academic year. Staff have had the opportunity to attend training on various SEND topics, from learning difficulties, inclusion of children with behavioural challenges to attachment disorder, ADHD and medical needs. These opportunities will continue throughout the academic year, through our in-house CPD (Continued Professional Development) programme. These are also opportunities for more specialised training when needed (e.g. Autism, ADHD, sensory needs).

Physical Accessibility

The Wellington Academy is a large secondary school with secure entry and exit managed via staff ID cards worn on lanyards. Pupils move independently around the site during breaks and between lessons.

Most areas of the school are fully accessible, and a lift is available to support access to upper floors. Use of the lift is reserved for students with mobility or accessibility needs to ensure safe and equitable movement across the site. Please visit our Accessibility Plan on the website for further information around physical



accessibility – this can be found: Ascend Learning Trust Policies -
<https://ascendlearningtrust.org.uk/ascend-learning-trust-policies/>

How are parents/carers involved in the school?

Parents/carers are invited into school on a regular basis. This may be through:

- Open Days
- Parent Tours
- Website information
- Open Evening
- Parent Forum
- Options Evening (Year 9)
- Sixth Form Information Evenings
- Parent Teacher meetings
- Annual reviews
- SEND transition morning

What should parents/carers do if they have a concern?

Many concerns can be effectively addressed by contacting your young person's tutor directly. Tutors are approachable and can be reached via email and they will aim to respond promptly.

If the issue remains unresolved, it may be escalated to the student's Head of Year or the SENDCo. In cases where a SEND-related concern has been raised with teaching staff, but a satisfactory resolution has not been achieved, the SENDCo should be contacted directly.

We strive to resolve all concerns through open discussion and mutual agreement. However, if necessary, the Deputy Headteacher: Inclusion may become involved to support. JenniferMoore@twa.ascendlearningtrust.org.uk

Contact Information

The Wellington Academy SENDCo is Emma Ansell and can be contacted at TWA-SEND@twa.ascendlearningtrust.org.uk



What support is available to me and my family?

If you have any questions around personal support for, SEND or are struggling to support at home, there are many support services that can help. To see what support is available locally, please take a look at the Wiltshire Local Authority offer: [SEND Local Offer - Wiltshire Council](#)

Our local special educational needs and disabilities information, advice and support (SENDIASS) services are: [Wiltshire SENDIASS - Family Action](#)

Local services that offer information and support to families of children with SEND are:

[Home - Carers Together Wiltshire](#)

[Community Connecting | Your care Your support Wiltshire](#)

[Welcome to Seeds 4 Success | Seeds 4 Success](#)

[WPCC](#)

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

[\(IPSEA\) Independent Provider of Special Education Advice](#)

[SEND Family Support - Helping Families Care For Children with SEND](#)

[Our work & impact - Family Action](#)

[Special Needs Jungle — News, resources & informed opinion about Special Educational Needs, disability, children's physical and mental health, rare disease.](#)

[NSPCC | The UK children's charity](#)

Links to relevant policies (SEND Policy, Accessibility Plan, Equality Policy) [Ascend Learning Trust Policies - Ascend Learning Trust](#)