

SEND Information Report

The SEND code of practice January 2015 highlights (Section 6) and Children and family act 2014 (section 69) sets out a requirement for providers, schools, and colleges to publish their SEND provision in a SEN information report and policy, previously known as setting/school offer.

Wiltshire County Council's Local offer can be accessed through www.wiltshire.gov.uk/local offer. If you do not have internet access, it is also available at your local library and selected children's centres. You can also contact the Wiltshire Parent Carer Council (WPCC) who will do their best to assist you. The WPCC can be contacted on 01225 764647, Monday-Friday from 10am-5pm.

What specialist services are available or accessed by the setting?

- Thrive
- CAMHS
- Art Therapy
- Education Welfare Support
- MASH (Multi Agency Safeguarding Hub)
- ELSA
- 1:2:1 Teaching
- Small group work Educational Psychologist (Provided by Wiltshire Council)
- Specialist teacher Advisor Services and Support (provided by Wiltshire Council)
- Specialist Teacher assessor
- MNES
- Alternative Provision (Sparsholt College, Herd Thyme, Music, WASP Centre)

What training have the staff supporting the children with SEND had or are having?

- ELSA
- Thrive
- Speech and Language
- Training Advice on teaching students with Autism.
- Twilight sessions on ASD Attachment Disorder
- Safeguarding Training
- Solution Surgeries provided by the Educational Psychologist
- Support and advice from Speech and Language Teams
- Support and advice from the Hearing and Visually impaired Teams
- Support and advice from Local Authority in small training groups on cognition and learning
- Corrective reading programme
- Corrective numeracy programme

How does the setting know if my child might need extra help and what should I do if I think my child may have SEN?

Students are evaluated on entry using the CATS tests. We also baseline all students who have been identified through the CATS data as potentially having needs, on entry to Wellington Academy, to ascertain whether they do have learning needs. This allows us to target support for students with additional needs, whilst giving us an indication of gaps in learning. If there are concerns, then they are discussed with the SENDCo. There are cognitive tests that we can complete in school, and if there are further concerns, students can then be referred to a specialist teacher advisor at the Local Education Authority, should we need additional support. We also invite a SPLD teacher in on a needs basis, this is necessary when ascertaining whether students qualify for access arrangements. We are also able to ask for support from the SENDS service, to include Educational Psychologists and specialist teacher advisers. This involves meetings with parents and the completion of a new online screening tool; DART, which allows us as professionals to access the correct support.

Links with Primary schools is robust, and information shared. As early as year 5 we start the transition process for students with SEND needs. We have a close liaison with our feeder primary schools.

If you are concerned that your child has SEN, and would like us to investigate further, please contact Mrs V Phillips, SENDCO, or speak to your child's tutor who will signpost to the correct member of staff

How will the school prepare and support my child to join the setting and transfer to a new setting? What are the arrangements?

Transition from primary school begins as early as year 5. This is particularly necessary for students with EHCP's since transition forms part of the EHCP Annual review process. We have a designated Deputy SENDCO and Higher Level Teaching Assistant who works alongside the Head of Year 7 in building links and relationships with the feeder primary school to ensure that transition is as smooth as possible, and that information is shared. For students with an EHCP, the SENDCo and will also attend annual review meetings during Year 5 and 6 to ensure that we are clear on the details pertaining to each child. The SENDCo works with the Education Officer to ensure needs are met. The SENDCo holds information evenings outside of parents' evenings to further support those students with additional needs, as well as being available at targeted parents' evenings. The EP also provides clinics for informal discussions with staff twice during the academic year.

All students on the SEN register are evaluated for exam access arrangements. Testing takes place from the end of year 9 since it means that any arrangements will remain in place for KS4 examinations and are sent on with the students to their KS5 setting, or remain with us, if the student continues to 6th form. Should concerns arise outside of this period we will of course evaluate the students for access arrangements. The SENDCo collaborates with the specialist teacher, and the exams officer to ensure that this is compliant.

In preparing for KS5 each student with an EHCP meets with their SEND Lead Worker, who outlines and prepares provision required for KS5. This is shared with the KS5 provider to ensure that all needs are prepared for.

What type of SEND does your setting provide support for?

- Cognition and Learning Need (mild, Dyslexia, literacy, and numeracy difficulties)
- Physical and Sensory need (HI, VI, PI, PD)
- Communication and Interaction Difficulty (Speech language and communication difficulty, ASD, anxiety)
- Social, Emotional and Mental Health Needs (Including ADHD, ADD)
- Complex needs
- ASD

How will I know how well my child is doing and how will you help me to support my child's learning and development?

Whole school reports for individual subjects are generated and sent home each term. When it is necessary the SENDCo will intervene and consult closely with parents and carers if there is a potential issue.

For some students, a keyworker is assigned who remains in regular contact with parents throughout their time at the school. Communication will take the form that parents prefer, such as email, telephone, or written report home. If concerns are raised by staff and or parents, then the SENDCO will meet with the parents/carers of students and put a supportive plan in place, which sometimes can involve the Assistant Headteacher, where necessary, TAC (Team Around the Child) meetings take place to discuss any additional needs, and referrals to specialist teacher advisors are completed when they are deemed as necessary. There are also occasions when a My Support Plan is used to track a student with SEND needs, if we are looking to start a statutory process involving multi agencies.

What cultural backgrounds does the setting offer and how?

The academy is in Ludgershall and serves the community of the town and the 'Super Garrison' covering Ludgershall, Tidworth and Bulford. Despite Army rebasing slowing because of Covid-19 restrictions there has been a significant growth in numbers across all the year groups. Mobility of pupils is high however, with less than 50% of Year 7's going all the way through to the end of Year 11. The academy has a Boarding School attached which currently houses 34 pupils it was graded as 'Good' by Ofsted in 2020 and provides a unique international dimension to the school

What support will there be for my child's overall wellbeing?

The Wellington Academy operates a robust pastoral system. Each year group has a Head of Year and a student manager, we also have an attendance officer, and a family engagement worker. We have a school counsellor and ELSA trained TA's. The library is also open during break and lunchtime to provide a quiet space for students. The 6th form also has their own common room and learning spaces. The learning support suite have a range of rooms to use to support students. Students who have additional needs often use our Learning Support as a safe space, and a workroom. There are supportive members of staff in the room to support the students.

We have ten Teaching Assistants, who work closely with specific students, and manage the Learning Support Room. This is a quiet learning space for students who are on a reduced timetable and for mentoring.

We also can put individual programs of study together for students as part of an EHCP Plan.

What percentage of the school has SEN needs? What is the breakdown? How many children are in each year group?

As September 2024

Year Group / SEND need	E (Education Health and Care plan).	K (Sen Support)	Totals	Total number in year group	Percentage of school cohort
Year 7	12 (+2)	49	61	214	28.5
Year 8	8 (+ 1 student on dual roll)	27	35	233	15
Year 9	9	28	37	208	18
Year 10	5	32	37	214	17
Year 11	5	31	36	192	19
Year 12	0	4	4	76	5
Year 13	1	3	4	48	8
Totals	40	174	224	1185	19

The Wellington Academy

(Compared National Statistics)

Nationally: 4.8% of secondary school age students have and EHCP

(up from 4.3% in 2023)

The Wellington Academy: 3.3 % of students have an EHCP

Nationally: 13.6% of secondary school age students have identified SEN needs. (up from 13% in 2023)

The Wellington Academy 14.7% of student have identified SEND needs.

It is important to note that nationally we are seeing a year-on-year increase in students with additional needs.

Communication – how will the school let parents/carers know about things?

- Letters home
- Parents evening
- Telephone calls
- Email
- Termly newsletter
- Meetings

How will the curriculum be adapted to my child's needs?

Students who require additional intervention will be taken out of some lessons to attend targeted intervention sessions. The lessons that they miss will differ each week to ensure that the same curriculum area is not being repeatedly missed. For those Students for whom a part time timetable is most appropriate, a curriculum discussion will take place with the Assistant Head Teacher, Heads of year, Student managers and the SENDCo, and a reduced timetable can be agreed with the student and parents. A part time timetable should be a short-term measure and will eventually be increased. This can, however, be an effective short-term strategy for some students. This may be discussed with the Attendance Officer in order to ensure we are following procedure and statutory guidance. During the options process, those students with additional needs will be given support from the Deputy Head Teacher, and the SENDCo. to ensure that the choices they make provide them with the best chances in their future and meet the profile of the learner. Given the changes in educational legislation and the expectation on our young people, this is approached very sensitively. Some students have an alternative bespoke curriculum put in place, such as MNERS and GUL, and other alternative provisions which are available to us, for example: Sparsholt College 14-16 programme. This is on a needs-by-needs basis and will be in discussion with parents/carers and school staff.

How flexible is the setting with regards to the average day?

The Wellington Academy is committed to achieving the best possible outcomes for all students. Some students may require more robust and creative support than others. Sometimes it is suggested that an alternative timetable is followed which could mean, as an example: a reduced timetable. Any reduction in timetable must be agreed with parents/carers and the student and should only be for a brief period unless there are medical mitigating circumstances. In extreme cases, students take less GCSE subjects to enable them to manage their KS4 outcomes. Any student who requires down time in a quiet space will be provided with this. This may operate on a flexible basis.

How is the decision made about what type and the amount of support my child will receive?

Students with an EHCP will join the school with clear information on the kind of support that is required to meet needs, and what is needed to best support them; this is discussed throughout Year 6, with enhanced transition visits, along with the Education Officer. Students with additional needs without an EHCP plan, will be regularly monitored, and interventions and support are adapted to meet the change in need. It is our intention to best meet the needs of the students with appropriate support.

How will the setting support my child?

- Robust data and tracking
- Shared information in pastoral briefings
- Tutor support
- Head of year pastoral support
- Use of the Flexible Learning Space
- Team around the child Meetings where necessary

What support is there for parents/carers?

- Leadership Team
- Tutor Team
- SEN parents information evenings
- Parents evenings
- Tutor evenings
- SPOC Team (Single Point of Access Team) and SEND support services. Tel: 01225 757985
- SEND Lead workers
- Education Welfare Officer Education Officer
- MASH advisers (Multi Agency Safeguarding Hub)
- School Nurse (Drop-in Sessions offered on a Thursday lunchtime).

- Early Help Team Parent Teacher Association
- SEDNIASS (Special Educational Needs and Disabilities Information, Advice and Support Service).
- Attendance Officer
- Family Engagement Worker

How are the settings resources allocated and matched to the Students' SEND needs?

Students with Education Health and Social Care Plan are carefully monitored. The school works closely with the Education Officer to ensure that the needs and outcomes outlined in the EHCP are met, and that the appropriate provision is in place. This is updated and altered as the needs of the students change.

Who can I contact for further information and how?

Email addresses of all staff can be found on the school website: www.thewellingtonacademy.org.uk

The school telephone number is: 01264 405060

What social/out of school opportunities are there?

At The Wellington Academy we have an extensive extra curriculum, and visits take place where all students are invited to attend. There are also enrichment opportunities for all pupils, such as sports, art, music, school productions, cookery competitions and much more. A list of enrichment opportunities can be found on the school website; this is updated regularly to reflect the current opportunities offered. We are an inclusive school and encourage all students to take part in activities offered.

How accessible is the setting environment?

The school site is one main block. This consists of an Atrium with a main staircase to the first-floor classrooms. There is a lift in this main block, and a lift in all other buildings with multiple levels. Handrails are in place on all staircases. We have evacuation chairs and trained personnel to use them in case of emergencies. PEEPS and risk assessments in place where required to aid SEN students. Clear signage throughout, with areas of hazard and safety risk locked. Around the school site, there are dropped kerbs and zebra crossings clearly marked.

Can my child school dinner requirements be accommodated if they have a special diet?

All food that is served in the dining hall is cooked on site. Therefore, we can cater for all dietary needs. If your child has specific needs that need addressing, please let us know so that we can contact the dining staff to ensure their needs are met. Should you have further queries then please do not hesitate to contact school:

How and who do parents/carers alert if my child is not getting the support they need?

The first person to contact on any issue is their tutor. If there are still concerns, then the Heads of Year can be contacted as below:

Head of Year 7	Sophie Norrish (Student Manager- Jennifer Bethell)
Head of Year 8	Rebecca Houston (Student Manager- Rich Tidy)
Head of Year 9	Graham Kidd (Student Manager Nadia McGettigan)
Head of Year 10	Joe Glancy (Student Manager- Fiona Tatlock)
Head of Year 11	Suzanne Tozer
Head of Year 12	David Bissington (Student Manager- Abbey Huntingdon)

SENDCo	Victoria Phillips	
Deputy SENDco	Sophie Pallister	Transition
Deputy SENDCo	Georgina Giddings	Intervention
Assistant Headteacher	Matt Baker	i/c Inclusion
Headteacher	Rob Wood	(Head@twa.ascendlearningtrust.org.uk)

Statutory SEND Service at Wiltshire Council: statutorysen.service@wiltshire.gov.uk

Tel: 0300 456 0108 - option 2

Wiltshire Council

County Hall

Trowbridge

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