

Wavendon Gate School Special educational needs (SEN) information report

Date of last review:	September 2026
Date of next review:	September 2027
Type of policy:	Statutory/WGS
Frequency of review:	1 year
Governor committee:	Curriculum Committee

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website: https://wavendongateschool.co.uk/send-information/

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

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)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

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

Our special educational needs co-ordinator, or SENCO

Our SENCO is George Dalton

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. Last year, all teachers were active participants in the PINS (Partnership for Inclusion of Neurodiversity in Schools) programme, a national project that aims to support the education and health needs of neurodiverse pupils.

Teaching Assistants (TAs)

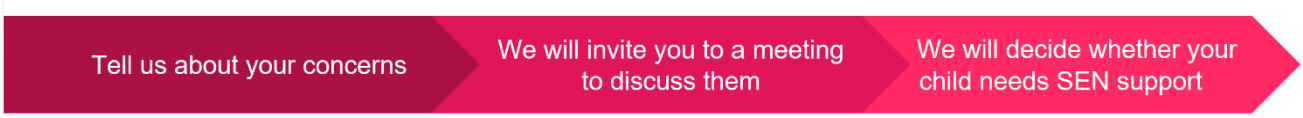
We have a team of 19 TAs, including 6 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?



If you think your child might have SEN, the first person you should tell is your child's teacher.

Contact can be made via the school office (admin@wavendongateschool.co.uk).

They will pass the message on to our SENCO, Mr Scott, who will be in touch to discuss your concerns.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

Teachers will use the Graduated Approach to systematically assess and identify any additional needs. This is achieved through a model of Assess, Plan, Do and Review cycles. It may be appropriate for a pupil to receive additional support at this time in the form of an intervention or targeted provision.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data. There may be some additional assessments that are carried out to support this process where applicable.

The school will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

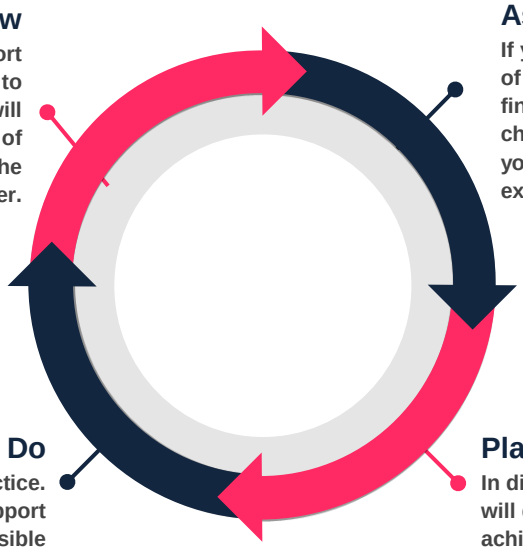
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be informed of the outcome of the decision.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with the class teacher to create a Learning Plan for them.

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

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **Assess, Plan, Do, Review**.



As a part of the planning stage of the Graduated Approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

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

While your child is on the SEN Register, we will provide half termly meetings to report on your child's progress and to discuss future targets and plans.

Your child's class/form teacher will meet you 6 times a year, to:

- Set clear outcomes for your child's progress

- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher via admin@wavendongateschool.co.uk.

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

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Complete a One Page Profile alongside the pupil
- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting

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

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when the intervention or provision used to support the pupil requires this.
- Teaching assistants will support pupils in small groups when the intervention or provision used to support the pupil requires this.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Dyslexia friendly Classroom Dyscalculic maths support Handwriting intervention
	Moderate learning difficulties	Targeted Writing support Targeted maths support Targeted Phonics support Targeted Reading support
	Severe learning difficulties	Bespoke curriculum (supported by EHCP)
Social, emotional and mental health	ADHD, ADD	Quiet workstation Brain Breaks Zones of Regualtion
	Adverse childhood experiences and/or mental health issues	Pastoral team support
Sensory and/or physical	Hearing impairment	Visual aids
	Visual impairment	Custom fonts and resources

	Physical impairment	Support following Physio Occupational Therapy guidance

These interventions are part of our contribution to Milton Keynes Council's local offer.

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

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each half term
- Reviewing the impact of interventions after 5-7 weeks
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips.

All pupils are encouraged to take part in class assemblies, sports day, school productions and concerts.

No pupil should ever be excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. Accessibility, Disability and Equality

Wavendon Gate School is committed to ensuring that disabled pupils are welcomed, included and able to participate fully in all aspects of school life.

Admission arrangements

The school welcomes applications from disabled pupils and applies its admission arrangements fairly and in accordance with its published Admissions Policy and statutory requirements. Where appropriate, we work with families, the Local Authority and relevant professionals to identify and address any barriers to access.

Preventing less favourable treatment

We are committed to ensuring that disabled pupils are not treated less favourably than other pupils. We make reasonable adjustments to teaching, resources, the learning environment and school activities to remove or reduce barriers to participation. We work in partnership with pupils, parents and relevant professionals to identify and implement appropriate adjustments.

Facilities and accessibility

We consider the individual needs of disabled pupils when planning access to the school environment, classrooms, facilities, resources, educational visits and wider school activities. Where necessary, we make adjustments and seek appropriate equipment, specialist advice and resources to support pupils' access, independence and participation.

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

Between years

To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule transition lessons with the incoming teacher towards the end of the summer term

Between schools (Primary)

When receiving a pupil, we would expect to receive appropriate documentation from their pervious school. The SENCO will contact the school (if known) to establish what support has been in place to arrange a smooth transition.

When a pupil leaves Wavendon Gate School we provide the pupils' new school with any monitoring, plans and targets that may be relevant and are happy to follow up on any questions the new school has so that they can plan a successful transition into the new setting.

Between schools (Secondary)

The SENCO of the primary school meets with our SENCO to discuss the needs of the incoming pupils near the end of the summer term. Secondary School transition packages vary depending on where the pupil is going. However, we prepare our pupils for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge
- Arranging additional visits to the Secondary School
- Using transition resources that support pupils with anxiety around moving on

14. What support is in place for looked-after and previously looked-after children with SEN?

The Headteacher will work with Mr Scott, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN 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 SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

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

Complaints about SEN provision in our school should be made to the headteacher in the first instance. They will then be referred to the school's complaints policy.

This can be viewed at: https://www.wavendongateschool.co.uk/feedbackcmplaints-procedure/

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

16. What support is available for me and my family?

If you have questions about SEN, 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: https://www.mksendlocaloffer.co.uk/ where Milton Keynes Council publishes information about the local offer.

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are available at: https://mksendias.org.uk/

National charities that offer information and support to families of children with SEN are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

17. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN 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
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- **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 (EHC) 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 SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. 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
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **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 pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN

- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages