Wye School
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SEND Information Report

Review Timetable

The Policy will be reviewed every year, as set out below:	
Policy reviewed centrally	n/a
Policy tailored by individual schools	November 2026
Policy ratified by Local Governing Bodies	
Renewal Date	May 2027
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INFORMATION ON THE SCHOOL'S GRADUATED APPROACH

High quality teaching

High-quality teaching is the first step in supporting all students, including those with SEND. Teachers adapt lessons, resources and teaching approaches to meet individual needs and remove barriers to learning. Where a student requires additional support, this is provided through a graduated approach of assessing needs, planning support, implementing strategies and reviewing progress regularly.

Increased levels of provision and support

In spite of high quality, adapted teaching, it may become evident that some students need increased levels of provision and support.

A decision is then made as to whether this can be provided by adapting the school's core offer or whether something different or additional is required.

All teachers and support staff who work with the student are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on the School's information system.

Where it is evident that a student has a special educational need, this decision is recorded in the school records.

Teachers are responsible for the progress and development of all students in their classes, including those with SEND. Where appropriate, some students may receive additional support through small-group or individual interventions. However, we believe that, wherever possible, students benefit most from learning alongside their peers in the classroom and accessing high-quality teaching from their subject teachers. Students will only be withdrawn from lessons where a targeted intervention is needed and is expected to have a positive impact on their learning and progress.

The SENCo, working with subject teachers, may revise the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and student.

We also may use pastoral staff to support certain students in school to re-engage with their learning
If a student continues to make less than expected progress, despite support and intervention, the school may involve specialists, both in-house and from outside agencies.
The school will provide reports for parents on their child's progress as part of the normal reporting process.

What kinds of special educational needs are provided for at Wye School?

Wye School supports students with a wide range of needs including ASC, Physical and Sensory needs including cerebral palsy, Down Syndrome, hearing impairments and visual impairments, Specific Learning Difficulties including dyslexia and dyspraxia, SLCN, ADHD and students with social, emotional and mental health needs.

How do we identify and assess students with special educational needs?

We gain information about students' SEN before they arrive, through:

- Parent-supplied information on school application forms.
- Shared communication between primary schools and Wye School on the specific needs of individual students, in the summer term prior to the child starting.
- Communication with parents and primary SENCos before a student joins us in Year 7 to ensure continuity of care, especially where diagnoses exist for a child or where an EHCP states certain types of provision.
- In-school testing of all Year 7 students on arrival to Wye School.
- The SEN Admissions process informs us of those with an Educational Health and Care Plan.

Once students have begun their time at Wye School, further identification and assessment can be done through:

- Teacher feedback and continual progress-monitoring to inform where a child may need extra support.
- Progress is monitored through data collection and reports, and this will help us evaluate the effectiveness of the provision.
- Regular communication with the pastoral team.

In more complex cases, we feed into external services including speech and language therapy, the Educational Psychology Service, CAMHS and Visual/Hearing Impairment Services and many more.

What should I do if I think that my child has special educational needs?

Talk to your child's tutor about your concerns. If the concern is with a particular subject, you should speak to your child's subject teacher.

It is likely that the class teacher will have discussed your concerns with one of our Directors of School or with the school SENCo. If you feel further support is needed, you may contact the school to arrange a meeting with the Directors of School or with the school SENCo.

If you continue to have concerns you can arrange to discuss these with Ms Katherine Davis, the Vice Principal.

What is an EHC plan (EHCP) and who can request one for my child?

An Education, Health and Care Plan is a legal document issued by the Local Authority for children and young people whose special educational needs require provision that is additional to, or different from, that which is normally available within a mainstream educational setting. The purpose of an EHCP is to identify a child or young person's special educational needs, the outcomes they are working towards, and the educational, health and social care provision required to support them.

EHCPs are developed in partnership with children and young people, parents/carers, schools, the Local Authority and relevant professionals. They set out the views, wishes and aspirations of the child or young person and their family and aim to support progress towards positive outcomes, including preparation for adulthood.

Parents/carers, young people aged 16 and over, or the school may request that the Local Authority carries out an Education, Health and Care needs assessment. Where the school believes that an assessment may be appropriate, the SENCo will work closely with the family and other professionals to gather evidence and support the application. The decision to carry out an assessment, and whether to issue an EHCP, rests with the Local Authority.

Students and their families are encouraged to participate fully throughout the assessment, planning and review process. We are committed to ensuring that the views of the child or young person and their parents/carers are central to all decisions regarding support and provision

How will you support my child to meet his/her learning outcomes?

Every department in the school has responsibility for ensuring that your child is able to achieve in their subject. Their progress will be closely tracked and fed back to parents throughout the year.

External agencies and specialists may also review your child's progress and adapt their planning accordingly.

What is Wye School's approach to teaching students with Special Educational Needs?

The intervention provided takes a three-tiered approach to supporting learning:

Universal – this is the teaching your child will receive from his/her class teacher and may include some adaptations to match learning needs, in line with the Mainstream Core Standards.

Targeted - it may be appropriate to consider making additional short-term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four-part approach of:

a) **assessing** your child's needs.
b) **planning** the most effective and appropriate intervention.
c) **providing** this intervention, in class or in a 1:1 or small group setting.
d) **reviewing** the impact on your child's progress towards individual learning outcomes.

Occasionally, interventions may take place outside the classroom, as a 1:1 or with a small group of students. We aim to minimise disruption to the regular curriculum and you will be kept informed of your child's progress towards learning outcomes through the school reporting system.

We also offer interventions in tutor time to support with social and personal development.

Specialist – it may be necessary to seek specialist advice and regular long-term support from a specialist professional within the school. Sometimes the school will enlist the services of external professionals, such as occupational therapists, advisory teachers or services provided by the Local Authority. The school may need to prioritise referrals to these services. However, for a very small number of students, access to these specialists may be through an EHC Plan.

How will the curriculum be matched to my child's/young person's needs?

At Wye School, we believe that your child's learning needs will first be met through the high-quality teaching delivered by her/his class teacher.

We carefully plan our knowledge-rich curriculum to match the age, ability and needs of all children, making adaptations to support all learners. The class teacher will adapt lesson to ensure an inclusive environment for all learners.

Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.

Assessment points spread throughout the year help teachers to fully understand your child's progress, and to adjust their planning, teaching and feedback accordingly.

We know the needs of our students very well and use data in order to inform our planning and to identify targets to achieve improvements. We take action to close any gaps; for example, for those making slow progress in acquiring age-appropriate literacy and number skills, we will take positive and proportionate action, such as targeted support or intervention.

How will the school evaluate the effectiveness of its provision for students with special educational needs?

The provision for students with SEND is evaluated through tracking progress. Progress is monitored through data collection and reports twice a year, and this will help us evaluate the effectiveness of the provision. Wye School also takes feedback from staff, parents and students throughout the year for their views on how effective the provision is. All students and their parents/carers are invited to meet teaching staff at parents' evenings to discuss progress and any concerns.

How does Wye School ensure the teaching staff are appropriately trained to support my child's special educational needs or disabilities?

We aim to keep all school staff up to date with relevant training and developments (CPD) in teaching practice in relation to the needs of students with SEND. This is done through a programme of staff development sessions throughout the school year. The support staff at Wye School come from a variety of backgrounds with many being skilled professionals and/or graduates. They have gained different levels of experience and expertise being able to develop on existing knowledge to work effectively and efficiently with the students as their needs change; we therefore use various methods of teaching when working with our students. All our team are passionate and committed in supporting the inclusive nature of Wye School.

How will the school consider my views and those of my child with regard to his/her difficulty in learning, special needs or disability?

We encourage parental involvement in any support we provide. We believe that it is essential for us to understand your view, as well as the views of your child, in any difficulties they may experience with their learning. Parents are kept up to date with their child's progress through person centred reviews, annual reviews, parents' evenings and reports twice a year.
In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual student's needs.

How will my child/young person be included in activities outside the classroom, including academic trips?

Wye School is an inclusive school, committed to providing equal opportunities for all children.
School clubs, educational visits and residential trips are available to all children.

When necessary, the school will make reasonable adjustments to ensure that children with SEN and/or disabilities are included in all activities.

You should also feel free to contact your child's tutor if you have any concerns.

What support will there be for my child's happiness and wellbeing at Wye School?

At Wye School, we believe that the happiness and well-being of all our students is paramount. All members of staff take this aspect of school life very seriously.

You can be confident that your child's class teacher, the student support assistants, class tutors and SENCo are available to provide support to match your child's needs. The year team (tutor, director, pastoral team, and link SLT) are also responsible for taking actions to ensure your child's wellbeing in school.

All students have the opportunity to feedback to SLT about their school experience via the School Council.

How will Wye School support my child in transition stages?

The SENCo and members of the incoming year team will visit the primary schools prior to students starting at Wye School. Concerns about particular needs will be brought to our attention at these meetings. Where necessary we will arrange a further meeting and a transition programme will be put in place, where appropriate, to ensure a smooth transition from KS2 to KS3.

Subject teachers of students joining from other schools during the year will receive information from the previous school via the Inclusion Department. If there is a SEND need, the SENCo or a member of the Inclusion Department will contact the previous school to further discuss the student's needs, and to find out about strategies that work for the student. This will then be shared with staff.
A register of needs is accessible to all staff.

If your child has an EHCP, we will participate in and/or facilitate their annual review in sufficient time prior to them moving between key phases of education. You will be kept informed of these arrangements and be asked to attend the reviews.

From Year 9, all EHCP reviews will have a focus on preparing for adulthood, including employment, independent living, and participation in society. We support students in their applications to further and higher education or training upon leaving Wye School.

If a student leaves Wye School to join another school, we will ensure all relevant information is shared.

During Year 11, staff will support students with applications for school, college, apprenticeships, or employment opportunities. Additionally, all Year 11 students will receive independent careers education, information, advice and guidance during tutor time programme and from a CXK careers advisor.

Admissions arrangements

Full information on our admissions arrangements can be found in our Admissions Policy.

What support can students receive while taking tests and exams?

We follow the guidelines outlined by the Joint Council for Qualifications (JCQ). A student may be eligible for access arrangements (such as extra time or supervised rest breaks) if they meet certain pre-defined criteria which is updated annually.

The school follows the regulations and guidance published by the Joint Council for Qualifications (JCQ) when considering and implementing examination access arrangements. Access arrangements are awarded to meet an individual student's demonstrated need and must reflect their normal way of working in the classroom, internal assessments and mock examinations. Decisions are based on a combination of evidence, including teacher feedback, school assessment data, SEND records and, where appropriate, specialist assessment. Arrangements may include, but are not limited to, extra time, supervised rest breaks, the use of a word processor, a human reader, a scribe or modified examination materials. The SENCo works closely with teaching staff, the examinations officer, students and parents/carers to ensure that all arrangements are applied fairly, appropriately and in accordance with current JCQ regulation.

How does Wye School involve other organisations and services?

Wye School staff regularly consult health service professionals. Concerns are initially brought to the relevant staff and referrals will be made as appropriate.

Targeted Support and Social Care will be accessed by the Designated Safeguarding Officer and Safeguarding Team.

How will the school fund SEND support?

There are different elements of funding for schools that are relevant for students with SEND:

Schools receive funding to support all students, including those with Special Educational Needs and Disabilities (SEND). This funding is used to provide high-quality teaching, reasonable adjustments, targeted interventions and specialist support where required.

Core Funding
All schools receive funding for every student on roll. This funding supports high-quality teaching and inclusive classroom practice for all learners, including those with SEND.

Notional SEND Budget
Schools also receive a notional SEND budget to help meet the additional needs of students who require support that is additional to or different from that normally available in the classroom. This may be used to fund interventions, specialist resources, staff training and targeted support.

Communities of Schools (CoS) Funding
Kent County Council has introduced a Communities of Schools (CoS) approach, through which groups of local schools work together to identify needs and access additional support and resources for children and young people with SEND. The focus is on providing support based on individual needs as early as possible, rather than relying solely on a diagnosis or an EHCP. Schools can work collaboratively within their Community of Schools to access specialist advice, support and resources to help meet the needs of students.

Support for Students with the Highest Levels of Need
Some students may require provision that exceeds the resources ordinarily available within a mainstream school. In these cases, the school may work with Kent County Council and other professionals to secure additional support through local SEND processes. Decisions regarding any additional funding or specialist provision are made by the Local Authority based on the individual needs of the child or young person.

How will the school let me know if they have any concerns about my child's learning?

Your child's class teacher or form tutor may initially speak to you about your child's learning. The subject teacher may also talk to you about any issues at a parent's evening.

The SENCo or a Director of School may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering.

If I have any other questions about my child's learning while they are at Wye School, who can I ask?

At Wye School, we are very happy to speak to you about any aspects of your child's education. It is best to speak to one of the following in this order:

- The form tutor/subject teacher
- The Director of School
- The SENCo/Assistant Principals/Vice Principal
- The Principal

Who can I contact if I have a complaint about the SEND provision?

If a parent or carer wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCo, who will try to resolve the situation. If you remain dissatisfied, please refer to our Complaints Policy.

Roles and responsibilities at Wye School

Class Teacher – the person responsible for teaching your child a particular subject.

Form tutor – a member of staff who sees your child for 30 minutes each day, supporting their learning through PSHE and academic support, as well as being the first person for your child to go to if they have an issue in school, they want help with.

Student Support Assistant (SSA) – a member of staff who supports the teacher and the students to get the best learning outcomes for students in class.

Director of School –The Director of School has overall responsibility for all students within their Year.

Senior Leadership Team (SLT)- Assistant Principal– responsible for monitoring attendance, punctuality, and behaviour. They will help students to find the right support if they are struggling in school.

SENCo – Special Educational Needs Coordinator, Karen Henderon, responsible for the overall provision of support for students with SEND.

Vice Principal Katherine Davis – Senior Leadership Team representative responsible for overseeing SEND provision.

Speech and Language Therapist - Sonia Sivyer is our NHS link speech and language therapist. The SENCo Nicola Ash will have regular meetings with Sonia Sivyer to discuss our school's provision.

Your child may come into contact with Sonia Sivyer within their classroom or around school. If you have any concerns about your child's speech, language or communication skills, please speak to your child's class teacher in the first instance.

If we have discussed a specific concern with you about your child's speech, language or communication, or you have raised a concern, we will decide together whether to discuss this with our link therapist. You will be kept informed of any plans to support your child.

Advisory services – we work with Inclusively Downs, Symbol Connect, Specialist teachers in communication and interaction.