



## Special Educational Needs and Disabilities INFORMATION REPORT

2024-2025

**Special Educational Needs and Disabilities Coordinator (SENCO): Ms Linda Zuanella**  
**SEND Governor: Mrs Rebecca Adams**

The following information is published as required by the *Special Educational Needs and Disability Code of Practice 0-25 years (Jan 2015)* and the *Special Educational Needs and Disability Regulations 2014*.

Dear parents and carers,

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 [here](#)

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## 1. What types of SEND does Sheldon School support?

At Sheldon School we provide additional and/or different provision for SEND students according to the four broad areas of need (as stated in the SEND Code of Practice):

AREA OF NEED	
<b>Communication and interaction</b>	Autism
	Speech and language difficulties.
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyscalculia, dyspraxia (aka Developmental Coordination Disorder)
	Moderate learning difficulties
	Severe learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactivity disorder (ADHD)
	Mental Health difficulties such as attachment disorder, anxiety, depression, self-harm.
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

## 2. How will Sheldon School know if my child needs SEN support?

We are guided by the Equality Act, 2010 and the SEND Code of Practice, 2014 when identifying Special Educational Needs.

When deciding whether to make special educational provision, we consider a range of information and assessments, including:

- Information and data from previous schools or other professionals where needed.
- Feedback from the parent/carer and the student.
- CATS (cognitive ability tests) for all year 7 students and in-year new starters.
- Reading and spelling assessments of all year 7 students and in-year new starters.
- School reports, progress data and attendance.
- Information from the teacher or form tutor. They will complete a SEND referral form if, despite high quality teaching and pastoral support, your child is not making expected progress academically or socially.

We consider the views and wishes of the student and their parent/carer. We then agree the outcomes we want to achieve as well as the support that is needed to removed barriers to learning.

If something different or additional to our core offer is needed, we will add the student to our SEND register.

Our SEND register is fluid. Students may be added or removed according to need, provision in place and progress made.

Our provision for SEND is needs based, not diagnosis based. Students both with and without a formal diagnosis can be added to our SEND register.

### **3. How will I be involved in decisions about my child's education?**

- Parent/carers receive 3 progress reports per academic year and are invited to attend parents' evening.
- All students on the SEN register are allocated a key worker. Parent/carers are invited to attend SEN review meetings 3 times per academic year.
- If a child has an Education, Health and Care Plan (EHCP) the SENCO will conduct their formal annual review with the parent/carer.
- We hold early discussions with parents/carers when identifying whether the student may have special educational needs.
- We notify parents when a student receives SEN support.

This ensures that at every step:

- everyone has a good understanding of the student's strengths and difficulties
- We consider the parents/carers' concerns
- Everyone understands the agreed outcomes sought for the student
- Everyone is clear what the next steps are

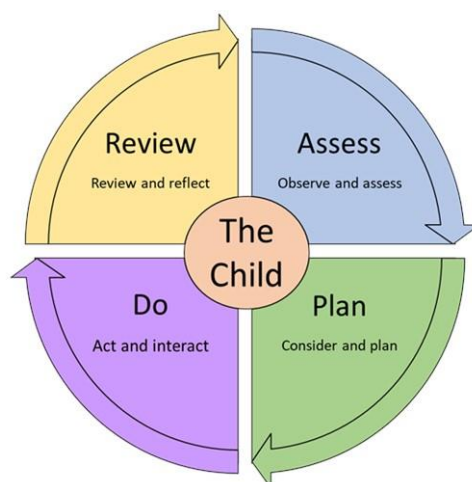
#### 4. How will my child be involved in decisions about their education?

It is important for young people to be involved in decisions about their provision. However, we understand that each child is different, so we decide on a case-by-case basis, with your input. We may seek your child's views by:

- Inviting them to attend SEND review meetings
- Asking them to complete a pupil voice document.
- Enabling them to discuss their views with a member of staff who can communicate these for them.

#### 5. How will Sheldon School assess and review my child's progress towards outcomes?

SEND support at Sheldon takes the form the Graduated Approach as outlined in the SEND Code of Practice. This is a four-part cycle of Assess-Plan-Do-Review. Provision will be planned with you and recorded on an Individual SEND Plan. Relevant support will then be put in place. At our next meeting, we will review how successful the support has been in helping your child achieve the desired outcomes and we will plan for next steps.



To evaluate progress, we may draw on:

- Teacher assessments and assessment details from provisions.
- Feedback from subject teachers, teaching assistants, form tutor and head of Year.
- Attendance, behaviour in school.
- The views/feedback from parents/carers and the student.
- TA/SENCO observations.
- Feedback from professionals, where relevant.

All teachers and support staff are made aware of the students' needs, additional provision and any teaching strategies that are required. All information is accessible to staff and parents through individual pupil plans.

## **6. How will Sheldon School support my child's key transitions?**

### **Primary Transition**

Induction for all students takes place in Term 6. However, transition may start earlier in the year for students with additional needs.

- The SENCO and Head of year visit students with SEND in primary school.
- The SENCO attends the Annual Reviews of year 5 and 6 students with an EHC Plan.
- According to the level of need, and in discussion with the parents and school, we may put in place an enhanced transition plan. This could include:
  - Additional meetings with professionals, parent/carers etc.
  - Additional visits to the school, including visits at certain times of the day (e.g. after school when it is less busy and crowded)
  - small group transition work with our Learning Support Team.

### **Transitions between years/key stages**

We understand the transitions between year groups may also cause stress and anxiety for some of our students.

Therefore, support for transitions is planned during review meetings. This could include additional visits to help students feel comfortable with the school environment, the opportunity to go through their timetable or check-ins with a trusted adult.

### **Preparing for Adulthood**

Planning and preparation for adulthood and for post-16 choices begins in Year 9.

The SENCO and Heads of Year liaise with the student and parent/carers to support and advise with GCSE options.

Our careers advisor liaises closely with the Learning Support Team, meeting with students, and, if beneficial, with parents as well. Some students may also be supported by a member of the Learning Support Team.

If the student has an Education Health and Care Plan (EHCP), they will also benefit from additional advice and support from their SEND case worker (allocated to them by the Local Authority)

Pupils with SEND who require support with post-16 transition, will receive help from the Learning Support Faculty. This support is individualised and could take the form of extra visits to college, support in finding an apprenticeship, etc.

## 7. How will staff approach teaching my child with SEND and how will the curriculum be adapted?

***Every teacher is a teacher of SEND***

***Every leader is a leader of SEND***

*Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff (SEND Code of Practice, 2014, section 6.36)*

*High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. (SEND Code of Practice, 2014, section 6.37)*

First and foremost, the subject teacher is responsible for teaching all pupils in a way which meets their needs. Our belief is that 'High Quality Teaching is the first response to meeting the needs of all pupils and that all are entitled to a broad, balanced and differentiated curriculum.

All learners, particularly those with SEND benefit from a purposeful, consistent learning environment. The Sheldon Teaching and Learning framework aims to ensure consistency of teaching and learning as well as the development of best practice.

Teachers will use the information and strategies provided to them by the SENCO to support your child's learning. Adaptations may include:

- adapting questions, modifying language, providing additional processing time
- teaching assistants providing additional support to identified students in collaboration with the teacher, to develop the students independent learning skills.
- making reasonable adaptations to the learning environment, such as the installation of Soundfield for our deaf learners.
- provision of recommended learning aids such as reading pens, iPads, coloured overlays etc.
- adapting resources: larger fonts, additional handouts etc.
- implementation of Exam Access Arrangements (following assessments in year 9 and evidence of need over time)
- We are ambitious for our students and therefore all are prepared for GCSEs. However, we recognise that some learners, such as those with SEND, may benefit from alternative, vocational qualifications to support their outcomes. These are delivered alongside GCSEs and may include: ASDAN, Functional Skills English/Maths (up to Level 2), Level 2 Cambridge Nationals, NEAs.
- Some pupils receive support in addition to the mainstream curriculum, such as social skills or reading intervention. These programmes may be short, medium or long term and could take part in tutor time or as a withdrawal from a lesson.

## 8. How accessible is the school environment?

Sheldon School is an open plan school made up of several buildings. Each building has wide door wheel-chair access and lifts are fitted at two key points. We have toilet facilities adapted for wheelchair users. Soundfield is installed in classrooms for students with hearing impairments. Key routes are adapted for our visually impaired students. We do our best to meet individual need and are always happy to discuss and plan for individual access requirements. This section should also be read in conjunction with the [Access Plan](#) and the [Equalities Policy and Objectives](#).

## 9. What is the expertise of staff to support my child with SEND?

All staff at Sheldon School have access to high quality SEND CPD. Since Sept 2022 the following training has been delivered to staff:

- SEND Code of Practice
- Understanding the behaviours of learners with SEND (including autism and SEMH needs)
- Understanding and supporting learners with ADHD
- Understanding and supporting learners with dyslexia
- Effective use of TAs
- Literacy difficulties
- Supporting Deaf learners/

In addition to this, Learning Support staff have also attended the following training sessions:

- Improving classroom support (5-point scale)
- Supporting learners with reading difficulties
- Supporting SEMH needs in the classroom
- PDA (National College)
- Supporting learners with Autism (National College)

Sheldon School is also a Resource Base for deaf pupils. This is led by Mrs Lindsay Freeman, Teacher of the Deaf, who supports deaf pupils in accessing the curriculum.

Classrooms at Sheldon School are fitted with a Soundfield system designed to improve the quality of sound and link up with hearing devices. All teachers receive training in how to use this to support deaf pupils.

The Learning Support team also includes the following expertise:

- 2 qualified ELSAs (Emotional Literacy Support Assistants)

- 1 qualified THRIVE practitioner.
- 1 qualified dyslexia specialist

We have 17 full-time-equivalent TAs supporting pupils' learning in lessons and running interventions.

## 10. How will my child be included in activities outside the classroom?

Sheldon School is a fully inclusive school and staff ensure that students with SEND can participate in all activities.

- All activities and trips are available to all students.
- All students are encouraged to take part in all aspects of school life (pupil panels, open evenings, school productions etc.)
- For activities outside of school, risk assessments are carried out and procedures are put in place to enable students to participate.
- See our [Access Plan](#) for details of how we ensure disabled students can access our school site.

## 11. What support will there be for my child's wellbeing?

Sheldon School has an excellent pastoral support system in place which includes:

- Each Head of Year is supported by a deputy HOY and a dedicated pastoral lead to support their social and emotional wellbeing.
- Students meet regularly with their tutor for 1-to-1 meetings throughout the year where they can discuss progress and goals for the future.
- Students are encouraged to report any concerns to their tutor or a member of the pastoral team. Some students with SEND may feel more comfortable speaking to another trusted adult, such as a TA.
- The school also employs a trained counsellor to support pupils with identified needs and difficulties. Adult mentors also support some of our more vulnerable pupils.
- Some students with SEND can sometimes feel vulnerable during unstructured times and need a base that feels safe and secure. These pupils are invited to come to Learning Support where members of the Learning Support team are always on duty. We have a lunchtime Hi-5 club and a morning Early-Birds provision, designed for our most vulnerable pupils.
- Further information around wellbeing, you may wish to read the Sheldon [Anti-bullying policy](#) and the [Sheldon Safeguarding Policy](#)

## 12. How does the school work with other agencies to help my child?

Sometimes we need extra help to offer our pupils the support they need. For some children, it may be appropriate for an Early Support Assessment (ESA) to be used to support the wellbeing of a child and their family. An ESA creates a plan for the child and family and is written by the 'Lead Professional' in consultation with other professionals working with the family.

Whenever necessary, we will work with external support services to meet the needs of our students with SEND and to support their families. Any referral will always be made in consultation with staff, parent/carers and the student.

Other agencies include:

Local Authority Support Services, including:

- Autism Outreach Service for Wiltshire
- Educational Psychologists
- Education Welfare Officers
- Occupational Therapists
- Social Care teams
- Speech and Language Services
- Sensory impairment physical and medical service (Teacher of the Deaf; Teacher of Visual Impairments)
- Specialist Advisory Teacher for Cognition & Learning
- Specialist Advisory Teacher for Physical and Medical Needs
- School Nursing Team

CAMHS (Children and Adolescents Mental Health Services)

GPs and Paediatricians via Single Point of Access

Voluntary sector organisations

### **13. If I am not happy with the SEND support offered to my child, what should I do?**

If you are dissatisfied with any aspect of SEND provision you should first seek to discuss it with our SENCO:

Ms Linda Zuanella

Email : [SENCO@sheldonschool.co.uk](mailto:SENCO@sheldonschool.co.uk) .

Tel: 01249 766020

If concerns remain then please contact the Headteacher, Mr Peter Lynch. If you feel that the school is not addressing the concerns you have raised, please contact the SEND Governor Ms Angela Sadler via a letter sent to the school. They will bring the matter to the attention of the Governors if necessary. The Local Authority may also be contacted.

### **14. What support services are available to parents of pupils with SEND?**

*For Support and Advice:*

SENDIASS (SEND Independent Advice and Support Service)

free independent and impartial information relating to education, health and social care for children and young people (0-25) with special educational needs and/or disabilities (SEND), and their families. SENDIASS can give advice and support parents to make appropriate and informed choices. They can be contacted via the link below.

<https://www.family-action.org.uk/what-we-do/children-families/wiltshire-sendiass/>

Wiltshire Parent Carer Council (WPCC).

A forum that represents and supports parent carers of children and young people aged 0-25.

[http://wiltshireparentcarercouncil.co.uk/en/Home\\_Page](http://wiltshireparentcarercouncil.co.uk/en/Home_Page)

*For Information*

Every local authority is responsible for writing a 'Local Offer' and making sure it is available for everyone to see. It explains how the local authority is developing the way in which they support children and young people, aged 0-25, who have special educational needs and/or disabilities.

The Wiltshire Local Offer helps parents, carers and young people to find out about the support and services available in their local area and how to access them.

<http://www.wiltshire.gov.uk/local-offer>