

Special Educational Needs and Disabilities (SEND) Information Report

Mary Webb School and Science College



Mary Webb School &
Science College



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Approved by: The Governing Board

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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 SEND support works in our school.

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

You can find it on our website: [Statutory Documents & Policies - Mary Webb School & Science College](#)

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 SEND does the school provide for?

Our school currently provides additional and/or different provision for a range of needs and conditions, including:

- **Communication and Interaction:** for example, Autistic Spectrum disorders and conditions, Speech, Language and Communication needs
- **Cognition and learning:** for example, Specific Learning Difficulties including Dyslexia, Dyspraxia and Dyscalculia, Meares Irlen's and Moderate Learning Difficulties including generalized and global learning difficulties and developmental delays
- **Social, emotional and mental health difficulties:** for example, Attention Deficit Hyperactivity Disorder (ADHD), generalized anxiety and a range of SEMH difficulties which call for professional intervention
- **Sensory and/or physical needs:** for example, visual impairments, hearing impairments, epilepsy, medical and physical needs including Cerebral Palsy.

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

Our special educational needs co-ordinators (SENCo's)

At Mary Webb School and Science College, our SENCo is Ms S Keeling who manages the Personalised Learning Centre and learning support team. She can be contacted on 01743 792100, or by email to sarah.keeling@marywebbschool.com.

Ms S Keeling achieved the National Award in Special Educational Needs Co-ordination in 2018. In addition to this, she achieved a level 7 specialist assessor qualification in 2022, enabling her to complete psychometric testing. This supports our identification of needs and enables us to test for exam concessions in-house. In addition to her teaching hours, she is allocated time each week to lead SEND provision.

Personalised Learning Lead/HLTA

Mrs L Mansell is our personalised learning lead and is a higher-level teaching assistant (HLTA). She supports Ms S Keeling in the daily management of our Personalised Learning Centre.

Teaching assistants (TAs)

We have a team of 10 TAs, including two level 3 TAs. Mrs Mills is our diabetes lead. Mrs Zaza is our Emotional Literacy Support Assistant (ELSA). In addition to our level 3 TAs, we also have seven level 2 TAs who support our learners with SEND.

Our teaching assistants are trained to deliver interventions to support our learners with SEND. Please see our Interventions Menu on page 7-8 of this document. In the last two academic years, staff have been trained in Emotional Literacy, Zones of Regulation, Safeguarding, Diabetes Support, No Worries Lego Therapy and Emotional Based School Avoidance (EBSA). Mrs Mansell is trained as a Youth Mental Health First Aider and Mrs Mills is Emergency First Aid at Work trained. Most recently, Ms S Keeling is a qualified level 3 Forest Schools Leader. Staff receive specialist and specific training as required to meet specific and individual needs, including medical needs such as managing diabetic care plans, speech and language or physiotherapy programmes.

Subject Teachers

All of our teachers are teachers of SEND and receive regular SEND training at a whole school level which takes place at regular and appropriate times within the annual CPD plan. This includes:

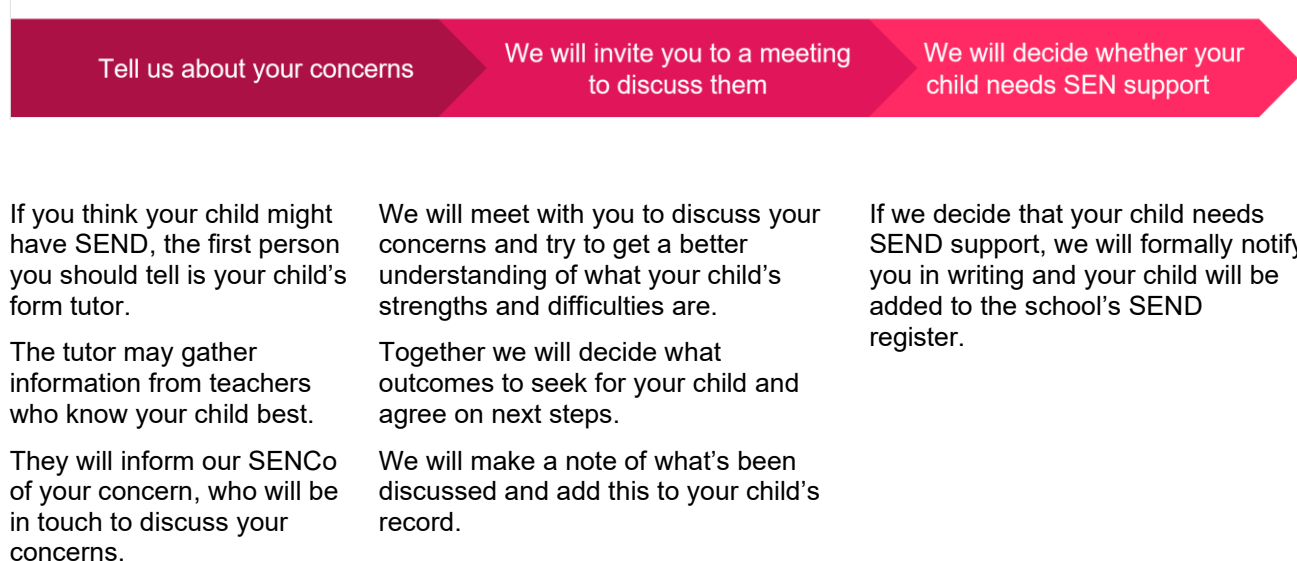
- Regular staff meetings where SEND issues are discussed. These are related to specific concerns relevant to the needs identified or in ensuring that staff are kept up to date with information and legislation
- Weekly 'Focus on SEND' updates to share specific information regarding individual students or specific needs
- The SENCo attending relevant external training and disseminating the information to all staff as appropriate
- An induction procedure for Early Careers Teachers and new staff
- Allocated training sessions on SEND for Associate Teachers
- Briefings on the school's policy and procedures for SEND
- All staff being required to read Chapter 6 of the SEND Code of Practice annually

External agencies and experts

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

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- Physiotherapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (BeeU)
- Education welfare officers (EWO)
- Social services and other LA-provided support services
- Children's disability team
- Sensory Inclusion Service
- Cornerstone Advisory Service

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



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

At Mary Webb School, we are committed to the early identification and intervention for children with SEND. Prior to transition to secondary school Mrs Jones, Assistant Headteacher visits each primary school to gather information and meet with primary SENCo's, teachers and students. The SENCo attends Annual Reviews of students who have an EHC plan from Year 5 to ensure a smooth and successful transition with continuity of provision. Mr Jervis leads on mid-term transfers to ensure clear oversight and information sharing for all new arrivals, including those with SEND.

On admission to Mary Webb School and Science College all students are screened using the New Group Reading Test (NGRT) and a Diagnostic Spelling Test. They also undertake CAT4 testing. Where required, students may undertake Dyslexia Screening to identify literacy needs or a DASH (Detailed Assessment of Speed of Handwriting) assessment to evaluate their handwriting ability.

All our teachers are aware of SEND and are on the lookout for any students who aren't making the expected level of progress in their schoolwork or socially. If the teacher notices that a student is falling behind, they try to find out if the student has any gaps in their learning. If they can find a gap, they will provide intervention to try to fill it. Students who don't have SEND usually make progress quickly once the gap in their learning has been filled. If the student 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 SEND.

The SENCo will observe the student in the classroom and during social times to see what their strengths and difficulties are. They will have discussions with your child's teachers, 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.

The SENCo 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 an inclusions outreach service.

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

If your child does need SEND support, their name will be added to the school's SEND register, and the SENCo will work with you to create a SEND support plan and Student Passport for them.

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

We will follow the 'graduated approach' to meeting your child's SEND 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 student has made progress, they may no longer need the additional provision made through SEND 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?

We will provide attainment summaries and reports on your child's progress. You will have opportunities throughout the year to meet with the child's form tutor, class teachers and SENCo/Personalised Learning Lead 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

If you have concerns that arise between these meetings, please contact your child's form teacher.

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

All meetings follow a student-centred approach. We may seek your child's views by asking them to:

- 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
- Complete a survey
- Be involved in target setting

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

All students at Mary Webb School & Science College have access to a broad and balanced curriculum. Students with SEND learn within this fully inclusive environment with lessons planned and support tailored, to meet their individual needs, so that progress is made. Your child's teachers are responsible and accountable for the progress and development of all the students in their class. We will differentiate (or adapt) how we teach to suit the way the student 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. High-quality teaching is our first step in responding to students who have SEND. To support the learning needs of students with SEND some of the following strategies may be used, in line with Shropshire's Ordinarily Available Provision:

- Students may be set according to ability in some subjects, in certain years
- Teaching assistants will be deployed according to the learning needs of individual students or groups of students
- The Key Stage 4 curriculum is personalised to meet the needs of all students and for a minority could include studying a reduced number of options with alternative curriculum vocational provision as appropriate
- Learning Plans are distributed to all staff and include recommendations from professionals
- Key Stage 4 transition work, local college visits and a work experience programme facilitate positive post 16 transition
- Intervention programmes for literacy, numeracy and other specific needs will be co-ordinated and monitored throughout the year by the Head of Personalised Learning
- A reduced number of MFL lessons in Years 7, 8 & 9 allow for additional literacy and numeracy work for identified students
- Modified timetables at Key Stage 4, for identified students, facilitate a greater focus upon literacy and numeracy skills and preparation for adulthood
- Students are assessed for examination access arrangements and applications are made for those students who meet the specified criteria
- Staff are advised to ensure that the backgrounds of whiteboards are 'Dyslexia friendly'
- Visual prompts, modelling and scaffolding are strategies used in all subjects
- Keywords and spellings are displayed in all classrooms together with alphabet and number-line
- Students have access to literacy boxes and dictionaries in all classrooms
- Students have access to boost boxes, which contains learning aids, such as ear buds, overlays and fidget tools.

- Adapting 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 laptops, coloured overlays, visual timetables, larger font, etc.

We may also provide the following interventions:

Interventions Menu

AREA OF NEED	EXAMPLE INTERVENTIONS
Communication and interaction	<ul style="list-style-type: none"> ➤ Social Stories ➤ Talkabout for Teenagers ➤ Lego Therapy ➤ Personalised SaLT programmes
Cognition and learning	<ul style="list-style-type: none"> ➤ Precision teaching – literacy and numeracy skills ➤ Mind mapping and visual supports skills training ➤ Reading interventions and Accelerated Reader ➤ Phonics intervention ➤ Word Shark ➤ Word Wasp ➤ Catch-up programmes and tutoring ➤ Assistive technology training e.g. touch typing ➤ Revision skills and guidance ➤ Executive function and organizational skills
Social, emotional and mental health	<ul style="list-style-type: none"> ➤ No Worries ➤ Anger Management ➤ Zones of Regulation ➤ Bouncing Back ➤ ELSA ➤ EBSA ➤ CBT ➤ Exit and Reset ➤ Safe Space
Sensory and/or physical	<ul style="list-style-type: none"> ➤ Handwriting ➤ Assistive technology training e.g. dragon dictate ➤ Rest and movement breaks ➤ Personalised OT/PT programmes ➤ Alternative PE where required ➤ Use of specialised equipment

Please note that this list is not exhaustive. These interventions are part of our contribution to Shropshire's Local Offer: [The SEND local offer | Shropshire Council](#)

We make the following adaptations to ensure all students needs are met:

- Adapting our curriculum to ensure all pupils are able to access it
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, timers, colour coding, alternative methods of recording
- Adapting our teaching, for example, pre-teaching of key vocabulary, reading instructions aloud, using immersive reader and dictate functions
- Providing differentiated resources and teaching where appropriate
- Making the physical environment and building improvements as inclusive as possible, for example, including ramps, VI friendly lighting

Please see our Accessibility Policy and Plan for further information: [Statutory Documents & Policies - Mary Webb School & Science College](#)

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; celebrating success and identifying areas for development
- Reviewing the impact of interventions after 6-12 weeks, using baseline and end quantitative and qualitative data, including student and staff feedback
- Using student, parent and staff questionnaires
- Monitoring by the Heads of Department, Form Tutor, Heads of Year and SENCo
- Using provision maps to measure progress
- Completing regular learning walks and observations of students in class
- Holding an annual review for students with an EHC plan or Graduated Support Plan (GSP)

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 or facilities
- 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 to access their learning.

The schools Notional SEND budget will provide for most students on the SEND register. If funding is needed beyond this, we will apply to the local authority for 'Top Up Funding', which can be accessed through a GSP or EHCP.

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

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

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

All students are encouraged to take part in sports day, curriculum days, performing arts showcases, special workshops etc.

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

12. How does the school make sure the admissions process is fair for students with SEND or a disability?

Shropshire Council coordinate and allocate all requests for places at our school. Once a place has been secured, Mr M Jervis (Assistant Headteacher) has oversight of the admissions process. You will be invited in to school for a meeting and tour to ensure a smooth and successful transition. The previous schools SENCo will be contacted to support our understanding of your child's needs and transfer of SEND files will be requested upon admission to Mary Webb School.

Children who have an Educational and Health Care Plan, which names Mary Webb School and Science College as the appropriate school to meet their needs will be offered a place.

Our oversubscription criteria avoids unfairly disadvantaging prospective students with a disability or special educational needs. Please see our admissions policy for further information: [Statutory Documents & Policies - Mary Webb School & Science College](#)

13. How does the school support students with disabilities?

Mary Webb School's Accessibility Policy and Plan demonstrates how access will be improved for students with disabilities, staff, parents/carers and visitors to the school within a given timeframe. The Accessibility Plan will be structured to complement and support the school's Special Educational Needs and Disabilities (SEND) Policy. The plan has the following key aims:

- To increase the extent to which students with disabilities can participate in the curriculum
- To improve and maintain the school's physical environment to enable students with disabilities to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to students, staff, parents/carers and visitors with disabilities.

Our Accessibility Policy and Plan and the SEND Policy can be accessed here: [Statutory Documents & Policies - Mary Webb School & Science College](#)

14. How will the school support my child's mental health and emotional and social development?

We provide support for students to progress in their emotional and social development in the following ways:

- Students with SEND are encouraged to take part in all aspects of school life, including student voice, being part of the school council and supporting whole school events such as Open Evening and transition
- Students with SEND are also encouraged to be part of our extensive extra-curricular and enrichment programme, to promote teamwork, building friendships and healthy active lifestyles e.g. lunch time/after school clubs, DofE, sports fixtures etc.
- We provide extra pastoral support for students with SEND through adult supported breakfast club, break and social time within the quieter, nurturing environment of the PLC
- We run a nurture programme at Y7 transition for students who need extra support with social or emotional development, this includes participation in Forest Schools
- Students can be referred to have personalised 1:1 support through social prescribing with our Healthy Lives Advisor and also our Mental Health Practitioner, both of whom are in school for one day every week
- We have a zero-tolerance approach to bullying and reports of bullying are referred to Heads of Year and/or Mr Jervis (Assistant Head, Behaviour and Attitudes) who promptly address these.

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

Support for students with SEND includes the planning and preparation for the transition between phases of education. There are three key transition points through which the school must support all students, involving a range of planned transition activities and visits. To support and ensure positive transition, the school shares relevant information and data with other establishments and liaises closely with colleagues regarding the needs of all students. This is particularly important for students with SEND and the school will agree a transition action plan with parents and students as part of the planning process. Key transition activities include:

Primary to secondary transition:

- Initial contact made with parents of Year 5 & 6 students at Open Evening in the Autumn term, prior to joining Mary Webb School
- Relaxed SEND session at Open Evening within our Personalised Learning Centre
- Primary visits are made by Mrs C Jones (Assistant Headteacher) and Mrs L Masell (Personalised Learning Lead), who meet with Year 6 students, Year 6 teachers, primary SENCOs and headteachers

- Year 6 science club (Junior STEAM Club) takes place at Mary Webb School (Oct half term – Feb half term)
- Science teacher and Year 10 STEAM Leaders visit primary schools to deliver annual science roadshow
- Primary STEAM day takes place annually during National Science Week and involves Year 6 students
- Two induction days are arranged for all Year 6 students in the summer term
- Induction evening for parents and carers of all Year 6 students
- Transition projects organised through English and mathematics which creates a curriculum link between KS2 and KS3, including gifting of a reading book to all Y6 with comprehension activities
- Transition workbooks for key subjects are used by Year 6 students throughout the summer term, prior to transition
- Transition information packs are provided for all Year 6 students
- Additional, bespoke transition opportunities for SEND students are arranged as required
- Students with an EHCP invited to our 'Stepping Up' Transition Programme (Nurture UK Transition Toolbox)
- Careful matching of students to tutor and tutor group
- The SENCo attends Year 5 and 6 Annual Reviews (where invited) to ensure that we have up to date information and to ensure that targets can be transferred between key stages
- Baseline testing conducted with all students on entry in Year 7
- Allocation of appropriate teaching assistants as keyworkers for vulnerable students
- Identification of students requiring interventions and additional support
- Year 11 peer mentors and reading buddies attached to each Year 7 tutor group
- Mary Webb School Sports Leaders work with primary schools
- Year 6 students are invited into school to watch school productions and showcase events

Between phases – Key Stage 3-4

- Parents and carers invited to attend a Year 9 Options Evening, with additional opportunity to meet with Ms S Keeling (Head of Personalised Learning, SENCo) and/or Mrs L Mansell (Head of Personalised Learning)
- Key Stage 4 options booklet provided to all students
- The schools' careers adviser works with focus groups and individuals on transition activities
- The schools' careers adviser is invited to all Year 9 and above Annual EHCP/GSP reviews
- Transition plans produced as part of the Annual EHCP review process
- University and local college visits
- Annual careers fair provides an opportunity for parents to meet representatives from local colleges, training providers and employers

Between phases – On to adulthood

- Representatives from appropriate Post 16 establishments are invited to Year 11 Annual EHCP reviews

- Prospectuses from all local colleges and training providers are made available for all students
- Careers adviser works with focus groups and individuals on transition activities offering impartial IAG
- Careers adviser is invited to all Year 10 & 11 Annual EHCP reviews
- Transition plans produced as part of the Annual EHCP review process
- University and local college visits
- A two-week work experience in Year 10 provides opportunities for all students to explore career pathways
- Year 11 Parents Information Evening meeting enables students and parents to meet representatives from local colleges and training providers
- Taster days and taster sessions are available at local college in a wide range of vocational areas
- Students are supported in writing Personal Statements and applying for college places or apprenticeship registration
- Examination preparation and revision strategies
- Inspirational Sparks – a program of past students returning to widen horizons of current students
- We work with the student to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

Between schools

- When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

16. What support is in place for looked-after and previously looked-after children with SEND?

Miss S Pugh, Assistant Headteacher (SENCo) is the designated teacher for looked after children. She will make sure that all teachers understand how a looked-after or previously looked-after student's circumstances and their SEND 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 SEND. However, looked-after students will also have a personal education plan (PEP) which will be co-produced with the student, carers, social worker and Shropshire's Virtual School. We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

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

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENCo. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents/carers are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher in writing. They will be handled in line with the school's complaints policy: [Complaints procedure](#)

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the student 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 discriminated against your child because of their SEND, 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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. To find out about disagreement resolution and mediation services in our local area, contact Shropshire's Information, Advice and Support Service (IASS): [Information, Advice and Support Service \(IASS\) | Shropshire Council](#) and Prime Resolution: [Prime Resolution Mediation Company \(prime-resolution.co.uk\)](#).

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

If you have questions about SEND, 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:

- Shropshire's SEND Local Offer: [The SEND local offer | Shropshire Council](#)
- Our local special educational needs and disabilities information advice and support services (SENDIASS): [Information, Advice and Support Service \(IASS\) | Shropshire Council](#)
- Shropshire's SEND service directory: [SEND Local Offer | Shropshire Family Information Directory \(openobjects.com\)](#)

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

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow students with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a student's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a student with SEND 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. In Shropshire, this service is called 'BeeU'.
- **Differentiation** – When teachers adapt how they teach in response to a student'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 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 SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the student's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the student
- **Graduated Support Plan (GSP)** – short term funding from the local authority to support intervention to target a particular area of need
- **Intervention** – a short-term, targeted approach to teaching a student with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for students with SEND in the local area
- **Outcome** – target for improvement for students with SEND. 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
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports students with SEND
- **SEND support** – special educational provision which meets the needs of students with SEND
- **Transition** – when a student moves between years, phases, schools or institutions or life stages