Special Educational Needs and Disabilities (SEND) Information Report

Mary Webb School and Science College

Written by:	Ms S Keeling, Head of Personalised Learning (SENCo)	**Approved by:**	The Governing Board
Last reviewed on:	Updated and reviewed September 2026		
Next review due by:	September 2027, or as soon as possible when information changes		

Contents

1. What types of SEND does the school provide for? 3
2. Which staff will support my child, and what training have they had? 3
3. What should I do if I think my child has SEND? 5
4. How will the school know if my child needs SEND Support? 5
5. How will the school measure my child's progress? 7
6. How will I be involved in decisions made about my child's education? 7
7. How will my child be involved in decisions made about their education? 8
8. How will the school adapt its teaching for my child? 8
9. How will the school evaluate whether the support in place is helping my child? 11
10. How will the school resources be secured for my child? 12
11. How will the school make sure my child is included in activities alongside students who don't have SEND? 12
12. How does the school make sure the admissions process is fair for students with SEND or a disability? 13
13. How does the school support students with disabilities? 13
14. How will the school support my child's mental health and emotional and social development? 13
15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood? 14
16. What support is in place for looked-after and previously looked-after children with SEND? 17
17. What should I do if I have a complaint about my child's SEND support? 18
18. What support is available for me and my family? 18
19. Glossary 20

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: 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-ordinator (SENCo)

At Mary Webb School and Science College, our SENCo is Ms S Keeling who leads the Personalised Learning Centre (PLC) 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 identification of needs and enables us to test for exam access arrangements 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 is currently training to achieve her Assistant SENCo qualification. Mrs Mansell supports Ms S Keeling in the daily management of our Personalised Learning Centre.

Teaching Assistants (TAs)

We have a team of 13 Teaching Assistants, including two Level 3 Teaching Assistants:

- Mrs Mills is our Medical Lead.
- Mrs Zaza is our Emotional Literacy Support Assistant (ELSA).

Our Teaching Assistants are all at Level 2 or above and are trained to deliver interventions to support our learners with SEND.

Please see our Interventions Menu on page 10 of this document.

We are committed to growing the expertise in our department and in doing so have a team with a broad and diverse skill set to the benefit of the pupils we support. In the last two academic years, our Personalised Learning Team have been trained in Emotional Literacy, Safeguarding, Diabetes Support, Epilepsy Support, Visual Impairment, Hearing Impairment, 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 a Mental Health First Aider and Emergency First Aid at Work trained.

Most recently, Ms S Keeling is a qualified Level 3 Forest Schools Leader and is supporting Miss Roberts to achieve her Level 2 certificate in order to develop a sustainable nurturing intervention pathway for our pupils with SEND who require this approach as part of their provision package.

Staff receive specialist 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
- ‘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 be familiar with Chapter 6 of the SEND Code of Practice

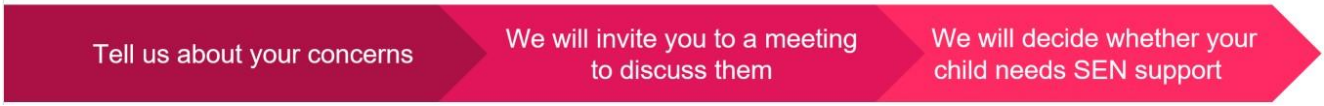
External agencies and experts

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?



If you think your child might have SEND, the first person you should tell is your child's form tutor.

The tutor may gather information from teachers who know your child best.

They will inform our SENCo of your concern, 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.

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

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

At Mary Webb School and Science College, we are committed to identifying and supporting special educational needs and disabilities (SEND) as early as possible. We work closely with families, primary schools and external professionals to ensure that every child receives the support they need to thrive.

Before students join us in Year 7, our SENCo, Mrs Mansell, and Head of Year 7, Mrs Shuker, visit primary schools to meet with SENCOs, teachers and pupils. These meetings help us build a clear understanding of each child's strengths, needs and any support already in place. For students with an Education, Health and Care (EHC) Plan, the SENCo attends Year 6 Annual Review meetings wherever possible to help ensure a smooth transition and continuity of support. Mid-year admissions are coordinated by Mr Jervis, who oversees the sharing of information and transition arrangements for all new students, including those with SEND.

When students join Mary Webb School, they complete a range of assessments designed to help us understand their learning needs. These include the New Group Reading Test (NGRT), a Diagnostic Spelling Test and CAT4 assessments. Where further investigation is needed, students may also complete additional assessments, such as dyslexia or phonics screening, or a DASH (Detailed Assessment of Speed of Handwriting) assessment to identify any difficulties with handwriting.

All teachers at Mary Webb School are trained to recognise and respond to potential SEND needs. They regularly monitor students' academic progress, participation and wellbeing. If a teacher notices that a student is not making the expected progress, they will first explore whether there are gaps in learning and provide targeted support to address these. Many students make good progress once these gaps have been identified and addressed.

If a student continues to experience difficulties despite appropriate support, the teacher will discuss their concerns with the SENCo and will contact parents or carers to share observations and gather further information.

The SENCo may then carry out a more detailed assessment of the student's needs. This could include observing them in lessons and during social times, gathering information from teachers and support staff, reviewing academic progress and comparing this with age-related expectations and national benchmarks.

Parents' and carers' views are an important part of this process, and the SENCo will always seek your perspective. Your child will also be given opportunities to share their views about what is working well and where they may need additional support. Where appropriate, the school may seek advice from external specialists, such as Educational Psychologists, Speech and Language Therapists, outreach services or other relevant professionals.

Using all of this information, the SENCo will determine whether your child requires SEND Support. You will be fully informed throughout the process and involved in any decisions that are made.

If SEND Support is required, your child will be added to the school's SEND Register. The SENCo will work in partnership with you, your child and relevant staff to develop a personalised SEND Support Plan and Student Passport, which will outline your child's strengths, needs and the strategies that will help them succeed in school.

Diagnosis and Access to SEND Support

At Mary Webb School & Science College, we recognise that a diagnosis can provide valuable information about a young person's strengths and needs. However, in line with the SEND Code of Practice, a medical or neurodevelopmental diagnosis does not automatically mean that a student has Special Educational Needs requiring SEND Support, nor does it automatically result in placement on the school's SEND Register.

Our approach is based on identifying and responding to a student's individual needs and the impact those needs have on their learning, participation and progress in school. Many students with a diagnosis are able to have their needs successfully met through our high-quality universal provision and adaptive teaching strategies, without requiring additional SEND Support.

Where a student has received a diagnosis or is undergoing an assessment, we will carefully consider any recommendations made by relevant professionals and, where appropriate, incorporate these into classroom practice and wider support arrangements. We work collaboratively with families and external agencies, providing information and evidence to support referral and assessment processes when needed.

Our priority is always to understand and meet the needs that a student presents in school. Decisions about SEND Support and inclusion on the SEND Register are therefore based on a range of information, including classroom observations, progress data, teacher feedback, parental views, the student's own views and advice from external professionals where appropriate.

This needs-led approach ensures that support is proportionate, targeted and responsive, enabling students to access the right level of provision at the right time.

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

At Mary Webb School and Science College, we use the graduated approach called **Assess, Plan, Do, Review (APDR)** to ensure that students with SEND receive the right support at the right time. This is a cyclical process, meaning that support is regularly evaluated and adjusted to meet a student's changing needs.

Assess
We begin by building a clear picture of your child's strengths and areas where they may need additional support. This may include information from teachers, assessment data, observations, discussions with parents and carers, the views of the student, and advice from external professionals where appropriate.

Plan
If additional support is needed, we work together with you and your child to agree specific outcomes and identify the strategies, adjustments or interventions that will help them achieve these. This information is recorded in a SEND Support Plan and shared with relevant staff.

Do
The agreed support is then put into place. This may include classroom adaptations, targeted interventions, specialist resources or additional adult support. Teachers remain responsible for the progress of all students in their classes and will work closely with the SENCo to ensure support is effective.

Review
Progress towards agreed outcomes is reviewed regularly. We consider what has gone well, any ongoing barriers to learning, and whether changes to support are needed. Parents, carers and students are actively involved in this review process. The outcomes of the review help inform the next cycle of assessment and planning.

Through this ongoing process, we can ensure that support remains responsive, effective and bespoke to each student's individual needs, helping them to make progress academically, socially and emotionally.

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 or 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 benefit from a high-quality, inclusive teaching approach that is designed to meet the needs of a diverse range of learners. We believe that the strategies which help some students, including those with SEND, often improve learning for all students. As a result, adaptive teaching forms a key part of our Universal Offer and is embedded into everyday classroom practice across the school.

Teachers are responsible and accountable for the progress and development of every student in their classes. Lessons are carefully planned to remove barriers to learning and provide the right level of challenge and support. Rather than adopting a "one size fits all" approach, teachers use a range of evidence-informed adaptive teaching strategies to respond flexibly to individual strengths, needs and learning preferences.

Our focus is on ensuring that students can access the curriculum alongside their peers through high-quality teaching, appropriate adjustments and inclusive classroom practice. Additional support is only considered where this universal provision has been implemented and reviewed.

In line with Shropshire's Ordinarily Available Inclusive Provision, all students have access to a range of adaptive teaching approaches, including strategies that may be essential for some learners but beneficial for all. These may include:

- Clear lesson structures and predictable routines.
- Explicit teaching and modelling of new knowledge and skills.
- Visual supports, scaffolds and worked examples.
- Breaking learning into manageable steps.
- Regular checking of understanding and responsive feedback.
- Opportunities for overlearning, retrieval practice and consolidation.
- Adapted resources and presentation of information.
- Use of supportive technology where appropriate.
- Flexible approaches to recording and demonstrating understanding.
- Vocabulary pre-teaching and language-rich teaching approaches.
- Structured opportunities for discussion and collaborative learning.
- Classroom environments that support attention, engagement and regulation.

Through this inclusive approach, we aim to ensure that every student can participate, achieve and feel successful as a valued member of our school community. Where a student requires support beyond this ordinarily available provision, further assessment and targeted SEND support may be considered in partnership with families and relevant professionals.

Additional Support and Adaptations Available

Alongside our high-quality universal provision, some students may benefit from additional adaptations or targeted support to help them access learning successfully. These may include:

- In some subjects and year groups, students may be taught in groups that reflect their current attainment and learning needs, allowing teaching to be appropriately targeted and challenging.
- Teaching Assistants are deployed strategically to support individual students, small groups or whole-class learning, based on identified needs.
- At Key Stage 4, we offer a flexible and personalised curriculum. For a small number of students, this may include a reduced number of GCSE options and access to suitable vocational or alternative learning programmes.
- Student Passports and Plans are shared with relevant staff and include practical strategies and recommendations from school staff and external professionals.
- Transition planning for Post-16 education begins early and includes college visits, careers guidance, work experience opportunities and, where needed, enhanced personalised support to prepare students for their next steps.
- Targeted intervention programmes for literacy, numeracy and other identified areas of need are coordinated, delivered and reviewed throughout the year by the Head of Personalised Learning.
- Some students in Years 7, 8 and 9 may access a reduced Modern Foreign Languages (MFL) curriculum to allow additional time for literacy and numeracy development.
- For a small number of students personalised timetables may be implemented to provide increased opportunities to develop literacy, numeracy, independence and preparation for adulthood skills. These will be implemented in consideration of recommendations from professionals.
- Students are assessed for examination access arrangements in line with Joint Council for Qualifications (JCQ) regulations. Applications are made for those who meet the required criteria.

Classroom Adaptations

Across the school, staff use a range of adaptive teaching strategies to remove barriers to learning and support student success. These may include:

- Access to "Boost Boxes", which contain a range of learning aids, such as coloured overlays, ear defenders, fidget tools and other resources that support attention, regulation and learning.
- Adaptations to teaching, such as providing additional processing time, pre-teaching key vocabulary, breaking instructions into manageable steps and reading instructions aloud where appropriate.
- Adaptations to resources, including enlarged text, simplified layouts, visual supports and alternative methods for recording learning.
- Access to assistive technology and recommended support aids, including laptops, coloured overlays, visual timetables and other specialist equipment where required.

These adaptations are selected according to individual need and are regularly reviewed to ensure they continue to support students' progress, independence and wellbeing.

We may also provide the following interventions:

Interventions Menu

AREA OF NEED	EXAMPLE INTERVENTIONS
Communication and interaction	› Social Stories › Talk-about for Teenagers › Lego Therapy › Personalised SaLT programmes
Cognition and learning	Precision teaching – literacy and numeracy skills Mind mapping and visual supports skills training Reading interventions Phonics intervention Word Shark Word Wasp/ Toe by Toe Fresh Start Phonics Catch-up programmes and tutoring Assistive technology training e.g. touch typing Reader Pen Revision skills and guidance Executive function and organizational skills
Social, emotional and mental health	› No Worries › Anger Management › Bouncing Back › ELSA › EBSA › CBT › Exit and Reset › Safe Space
Sensory and/or physical	› 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

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

We make a range of reasonable adjustments to ensure that all students can fully access learning and participate in school life. These include:

- **Adapting the curriculum** to ensure that learning is accessible and appropriately challenging for all students.
- **Adjusting resources, staffing and support** to meet individual needs.
- **Providing specialist equipment and supportive tools**, such as laptops, coloured overlays, visual timetables, enlarged print, timers, colour-coded resources and alternative methods of recording work.
- **Adapting teaching approaches**, for example through pre-teaching key vocabulary, reading instructions aloud, using visual supports, and making use of assistive technology such as Immersive Reader and Dictate.
- **Considering individual sensory sensitivities** and strategies to support access to the learning environment, and uniform adaptations.
- **Providing scaffolded teaching and resources** where needed to support access to learning and promote progress.
- **Creating an inclusive physical environment**, including accessible routes, ramps, appropriate lighting for students with visual impairments, and other adjustments that enable students to navigate and engage with the school environment safely and independently.

These adaptations are tailored to individual needs and are reviewed regularly to ensure they remain effective in supporting students' learning, wellbeing and independence.

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

We are committed to ensuring that the support provided for your child has a positive impact on their progress, wellbeing and inclusion. We evaluate the effectiveness of SEND provision by:

- **Regularly reviewing your child's progress**, celebrating achievements and identifying any areas where further support may be needed.
- **Evaluating interventions after a period of 6-12 weeks**, using both quantitative data (such as assessment scores and attendance) and qualitative information, including feedback from the student, staff and parents/carers.
- **Gathering the views of students, parents and staff** through discussions, questionnaires and review meetings. We also encourage parents and carers to contribute to the ongoing review of information contained within Student Passports.
- **Monitoring progress and provision** through the work of Heads of Department, Form Tutors, Heads of Year and the SENCo.

- **Using provision maps** to track the support in place and measure its impact on progress and outcomes.
- **Undertaking regular learning walks, classroom observations and reviews of practice** to ensure that support strategies are being implemented effectively and that students are able to access learning successfully.
- **Holding an Annual Review for students with an Education, Health and Care (EHC) Plan**, and regular review meetings for students receiving additional support through a Graduated Support Plan (GSP).

This ongoing review process helps us to ensure that support remains appropriate, effective and responsive to your child's needs, enabling them to make the best possible progress.

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

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 the Graduated Support Pathway or an Educational Health and Care Plan.

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

At Mary Webb School & Science College, we are committed to ensuring that all students, including those with SEND, are fully included in school life and have equal opportunities to participate in activities alongside their peers.

All of our extra-curricular clubs, enrichment activities, educational visits and residential trips are open to students with SEND. We actively encourage participation in the wider life of the school, including sports events, curriculum enrichment days, performing arts productions, leadership opportunities, workshops and other school activities.

Where a student may experience barriers to participation, we work closely with families, staff and, where appropriate, external professionals to identify and implement reasonable adjustments. These may include:

- Additional adult support where required.
- Adaptations to activities, resources or equipment.
- Careful planning to meet medical, sensory, communication or physical needs.
- Risk assessments and individual support plans where appropriate.
- Opportunities for pre-visits, visual supports or preparation activities to reduce anxiety and build confidence.
- Access arrangements to support participation during educational visits and residential experiences.

We believe that every student should feel valued, included and able to participate fully in the life of the school. No student is excluded from an activity solely because of their SEND or disability. We are committed to working in partnership with families to identify and remove barriers wherever possible so that all students can enjoy the same opportunities and experiences as their peers.

We actively seek and value student feedback to ensure that support remains effective and meaningful. Students are encouraged to share their views through review meetings, conversations with key staff, questionnaires and pupil voice activities. Their feedback is used alongside progress data, parent/carer views and staff observations to evaluate the impact of provision and inform future planning.

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 into 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: 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: Documents & Policies - Mary Webb School & Science College

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

At Mary Webb School & Science College, we recognise that positive mental health and emotional wellbeing are essential for learning, achievement and personal development. We are committed to creating a supportive, inclusive environment where all students feel safe, valued and able to participate fully in school life.

Students with SEND are encouraged and supported to take part in all aspects of school life, including student leadership opportunities, student voice activities, the School Council, Open Evenings, transition events and

other whole-school initiatives. We believe that these opportunities help students develop confidence, independence and a sense of belonging within our school community.

We also encourage students with SEND to access our wide range of extra-curricular activities, clubs and enrichment opportunities. Participation in activities such as lunchtime and after-school clubs, sports teams, educational visits and the Duke of Edinburgh's Award can help students develop friendships, teamwork skills, resilience and self-confidence.

Our pastoral team works closely with students and families to provide early support when concerns arise. Additional support may include:

- Access to a supportive and nurturing environment within the Personalised Learning Centre (PLC) during social times.
- Adult-supported breakfast, break and lunchtime provision where appropriate.
- Regular pastoral check-ins with key members of staff.
- Support to develop emotional regulation, social communication and friendship skills.
- Transition support during key stages of education and periods of change.

Where more targeted support is needed, students can be referred to specialist services available within school. This may include personalised one-to-one support through our Healthy Lives Advisor (Social Prescribing Service) or our Mental Health Practitioner, both of whom work regularly with students in school.

We work closely with parents, carers and external agencies to ensure that support is timely, appropriate and centred around the needs of the individual young person.

We are proud of our inclusive culture. Any concerns regarding bullying are taken seriously and investigated promptly by Heads of Year and senior leaders. We work proactively to promote positive relationships, respect, kindness and a sense of belonging for all students.

Through this graduated and personalised approach, we aim to ensure that every student feels safe, supported and able to thrive both academically and emotionally.

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:

Transition from Primary to Secondary School

We place great importance on ensuring that every student experiences a smooth, positive and successful transition to Mary Webb School & Science College. We work closely with students, families and primary schools to build confidence, develop familiarity and ensure that any support required is in place from the outset.

Our transition programme includes:

- Opportunities for prospective students and their families to meet staff and learn more about the school at our annual Open Evening during the autumn term of Year 6.
- A dedicated SEND information session within the Personalised Learning Centre (PLC), enabling families to discuss individual needs and ask questions about support available.
- Transition visits to primary schools by Mrs L Shuker (Head of Year 7) and Mrs L Mansell (Personalised Learning Lead), who meet with Year 6 pupils, class teachers, SENCos and headteachers to gather information and plan support.
- A Year 6 Junior STEAM Club hosted at Mary Webb School between October and February, helping students become familiar with the school environment and staff.
- An annual Science Roadshow delivered in primary schools by Mary Webb staff and Year 10 STEAM Leaders.
- A Primary STEAM Day during National Science Week, providing Year 6 pupils with opportunities to experience learning at secondary school.
- Two induction days during the summer term, allowing all Year 6 students to experience lessons, meet staff and begin forming friendships.
- An induction evening for parents and carers to provide information and answer questions about the transition process.
- Transition projects in English and Mathematics that create links between Key Stage 2 and Key Stage 3 learning, including the gifting of a reading book and accompanying comprehension activities for all students.
- Transition workbooks in key subjects to support learning and familiarisation during the summer term.
- Comprehensive transition information packs for all students and families.
- Opportunities for Year 6 pupils to attend school productions, performances and showcase events throughout the year.

Additional Transition Support for Students with SEND

For students who may require further support, we offer a range of enhanced transition opportunities, including:

- Additional personalised visits and bespoke transition activities tailored to individual needs.
- Invitations for students with an Education, Health and Care Plan (EHCP) to participate in our **'Stepping Up' Transition Programme**, based on the Nurture UK Transition Toolbox.
- Attendance by the SENCo at Year 6 Annual Review meetings, where invited, to ensure that current provision, outcomes and support arrangements are understood and effectively carried forward into secondary education.
- Careful consideration when allocating tutor groups and form tutors to ensure students are placed in supportive environments where they can thrive.
- Identification of students who may require additional interventions, support or reasonable adjustments from the start of Year 7.

- Allocation of key adults for vulnerable students to provide guidance, reassurance and a consistent point of contact.
- Baseline assessments on entry to Year 7 to help staff understand students' strengths and identify any additional support that may be needed.
- Support from Year 11 peer mentors and reading buddies attached to each Year 7 tutor group, helping younger students settle into school life.

Through these opportunities, we aim to ensure that every student feels welcomed, supported and confident as they begin the next stage of their education.

Preparing for the Next Stage of Education

We recognise that transition can be an important time for both students and families. We work closely with students, parents and external agencies to ensure that each young person is well prepared for the next stage of their educational journey.

Transition from Key Stage 3 to Key Stage 4

As students move into Key Stage 4, we provide a range of support to help them make informed decisions about their future studies:

- Parents and carers are invited to attend the Year 9 Options Evening and have the opportunity to meet with **Ms Sarah Keeling (Head of Personalised Learning and SENCo)** and **Mrs Lucy Mansell (Personalised Learning Lead)** to discuss individual needs and pathways.
- All students receive a Key Stage 4 Options Booklet containing information about available courses and qualifications.
- The school's Careers Adviser works with both groups and individual students to support career exploration and transition planning.
- The Careers Adviser attends Annual Reviews for students with an Education, Health and Care Plan (EHCP) and, where appropriate, Graduated Support Plans (GSPs).
- Transition planning forms a key part of the Annual Review process to ensure aspirations, strengths and future goals are considered.
- Students have opportunities to visit universities, colleges and training providers to broaden their understanding of post-16 options.
- Our annual Careers Fair enables students and parents/carers to meet representatives from local colleges, training providers, universities and employers.

Preparing for Adulthood and Post-16 Transition

From Year 10 onwards, there is an increasing focus on preparing students for adulthood, further education, employment and independent living.

We support students by:

- Inviting representatives from appropriate post-16 providers to Year 11 Annual EHCP reviews, where appropriate.

- Providing access to prospectuses and information from local colleges, sixth forms, apprenticeship providers and training organisations.
- Offering impartial careers education, information, advice and guidance (IAG) through individual and group sessions with the Careers Adviser.
- Including transition planning as a central part of Annual Review meetings.
- Organising visits to universities, colleges and training providers to help students explore future pathways.
- Providing a two-week work experience placement in Year 10, enabling students to develop skills and gain insight into the world of work.
- Hosting a Year 11 Information Evening where students and families can meet representatives from local colleges and training providers.
- Supporting attendance at taster days and transition events offered by post-16 providers.
- Assisting students with writing personal statements, completing applications and exploring apprenticeship opportunities.
- Providing guidance on examination preparation, revision techniques and study skills.
- Offering opportunities such as **Inspirational Sparks**, where former students return to share their experiences and inspire current students.
- Working closely with each student to help them achieve their aspirations, whether these involve further education, employment, independent living or active participation in their community.

Moving to Another School or Setting

If your child moves to another school or educational setting, we will work closely with you and your child to ensure a smooth transition. We will discuss what information should be shared with the new setting and, with your agreement, provide relevant records and support information to help staff understand your child's strengths, needs and successful strategies from the outset.

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

Ms Keeling, Head of Personalised Learning and SENCo, is the school's Designated Teacher for Children Looked After (CLA) and Previously Looked After Children (PLAC). In this role, she works closely with students, families, carers, social workers, the Virtual School and school staff to promote educational achievement, wellbeing and positive outcomes.

We recognise that children who are or have been in care may face a range of barriers to learning and participation. These challenges may be linked to attachment, trauma, disrupted education, emotional wellbeing or special educational needs and disabilities (SEND). Staff receive guidance to help them understand how these experiences can affect learning, relationships, attendance and engagement in school.

Where a child is identified as having SEND, they will receive support through the same graduated approach used for all students. However, we also recognise that care-experienced children may require additional support, even where SEND has not been identified.

Every child who is looked after will have a Personal Education Plan (PEP), which is reviewed regularly and developed in partnership with the young person, their carers, social worker, the Virtual School and relevant school staff. The PEP identifies strengths, barriers to learning and actions that will help the young person achieve their full potential.

Where a student also has a SEND Support Plan or Education, Health and Care Plan (EHCP), we ensure that these plans work together effectively, providing a coordinated and holistic approach to support. Our aim is to ensure that all care-experienced children feel safe, included, valued and able to achieve both academically and personally throughout their time at Mary Webb School & Science College.

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 examinations
- **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.
- **Scaffold** – When teachers adapt how they teach and resource learning 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 can reasonably 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