

Special Educational Needs and Disabilities (SEND) Information Report 2025-26

At Whetley Academy, we embrace the fact that every child is different. We consider the needs of all children, on an individual basis, to provide an inclusive and aspirational learning journey for all. Every effort is made to provide the support and adaptations needed for every child to achieve their potential personally, socially, emotionally, and academically, regardless of gender, sexual orientation, ethnicity, social background, religion, physical ability, or emotional need.

What does 'Special Educational Needs' mean?

The term 'Special Educational Needs and Disabilities' (SEND) can sound worrying, but it shouldn't do. A child is said to have SEND when:

- they have greater difficulty in learning than the majority of children the same age, or
- a disability which prevents or hinders them from making use of school facilities that are used by pupils of the same age.

If a child needs provision, that is additional to or different from what is generally provided in a mainstream school, to help them make progress, then he or she will be identified as having SEND.

Who supports children with SEND at Whetley Academy?

The Special Educational Needs and Disabilities Coordinator (SENCo or SENDCo) at Whetley Academy is Miss Yvonne Borowy. She is responsible for ensuring that the needs of all children with SEND are met.

Every teacher is a teacher of SEND at Whetley Academy. Class teachers are responsible for the day-to-day provision and adaptive teaching of children with SEND. They work closely

with Learning Support Assistants (LSAs) to ensure all pupils receive the provisions they need.

The SENDCo works closely with Miss Sarah Dunn our Family Liaison Officer and Mr. Mohammed Shakir our Pastoral Lead, who work with pupils and/or their families on a to provide support, motivation and guidance to help pupils overcome obstacles to their learning. These could include learning difficulties, family issues, mental health problems or lack of confidence.

Mrs Tracey Isherwood is the named Governor for the responsibility of SEND.

Mr. Jonny Townend is the Head of Academy.

How do we identify and assess pupils with SEND?

3.1 Identification:

All children are different and develop at different rates, however, at Whetley Academy we continuously assess and monitor pupils to identify any specific difficulties or changes throughout their school life.

Sometimes parents/carers raise concerns about their child, and we welcome parents/carers in to talk about their concerns with the relevant members of staff.

Sometimes some children have other outside (external) agencies working with them and we work closely with the agencies to discuss the provisions that may be needed in school.

3.2 How are children's needs identified before they start at Whetley Academy?

We hold admission meetings for every new starter at Whetley Academy and begin by gathering information from parents and obtain the child's view. We will contact the child's previous school or educational setting, and any outside agencies. This will help us to plan for his/her needs and ensure that he/she settles into our academy happily and makes good progress.

We gather information through:

- Parent information meetings.
- Pupil voice sessions with each child.
- Discussions with any outside organisations or agencies previously involved with the child.
- Working with previous schools or educational settings.
- Home visits for Nursery children and any Reception children new to the school.
- Visits to previous school by arrangement.

3.3 How are children's needs identified whilst at Whetley Academy?

All pupils at Whetley Academy are assessed against nationally set criteria. As we get to know each child, we might identify and realise that he/she is not making the expected level of progress, often because they cannot access the curriculum in the same way as other children their age can. We will then investigate possible causes and appropriate provisions to help.

We might:

- Meet with parents to see if there are any other difficulties that a child has at home.
- Observe a child in class/group session or playground.
- Use more specific assessments to identify particular barriers.
- Ask other professionals to come and observe or assess.

A child will be identified as having SEN within these four areas:

Communication and Interaction.

This includes: Speech, Language and Communication Needs (SLCN) and Autism Spectrum Disorder (ASD).

Cognition and Learning

This includes: Moderate Learning Difficulties (MLD), Specific Learning Difficulty (SpLD) such as Dyslexia, Dyspraxia.

Social, Emotional and Mental Health Difficulties (SEMH)

Sensory and Physical Needs (SP).

This includes: Visual Impairment (VI), Hearing Impairment (HI), Multisensory Impairment (MI), Physical Difficulties (PD).

A child may have more than one of these four areas of need. At Whetley Academy we provide the support to ensure that a child's needs are met no matter which area they have difficulties in.

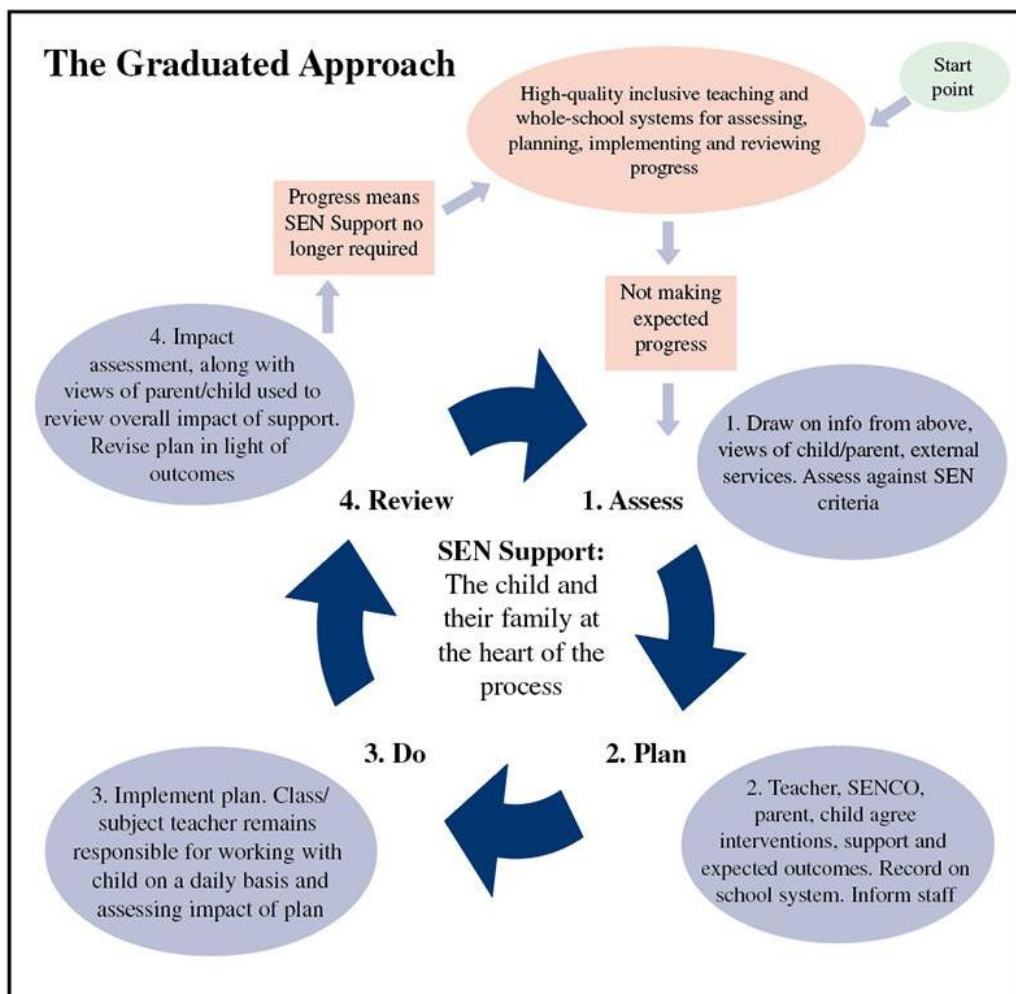
3.4 How do we assess pupils with SEND at Whetley Academy?

Class teachers assess children using Early Years, Key Stage 1 and Key stage 2 national assessments. If a child has SEND, it is sometimes more appropriate to use other assessments so that their learning journey can be measured in smaller, more achievable steps. For this, in the Early Years we use the Early Years Developmental Journal, and for Key Stages 1 and 2, we use B Squared. All assessment is carried out on a termly basis, but there may be occasions where more frequent assessment is appropriate. For SEMH difficulties, teachers

use 'Boxall' or 'Thrive' to assess children so that appropriate provisions can be made for them.

3.5 Graduated Approach

In line with The SEND Code of Practice (2015) and Bradford City Council Children's Services, Whetley Academy use a Graduated Approach to identify, assess and plan for provision to meet a child's SEN needs. The approach involves discussions between parents, pupils, teachers and professionals. A Support Plan will be created with agreed targets and actions. These plans will be reviewed at least termly, where targets and effectiveness of provision will be evaluated.



3.6 Education, Health and Care Plan

If the graduated approach does not help your child make progress, the school may think your child would benefit from an education, health and care needs plan (EHCP). This is a legal document that details any special needs a child has and the support and provisions that must be in place to help them learn.

To get an EHCP, the school SENDCo or parents will need to apply for an education, health and care (EHC) needs assessment. The Local Authority will consider the evidence of the action already being taken by school to meet the child's SEN. An EHC assessment will not always lead to an EHC plan. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. More information can be found here: [Bradford Local Offer | An Education Health and Care Assessments and Plans \(EHCP\)](#)

1. How are pupils with SEND supported?

The staff and governors at Whetley Academy believe that all children should have access to a full and rounded education, which will enable them to achieve their full potential. The school budget, includes money for supporting children with SEND. The school and governors discuss and agree how this money should be used to support pupils with SEND. Some money may be used to fund additional adults and some may be used to buy in specialist support, training for staff, resources.

Our approach to teaching our pupils with SEND, differs depending on their needs.

- All teachers plan adaptive and accessible lessons for ALL children. This might require using different resources or making changes so that all pupils can access the learning. Quality First Teaching approaches will be used in the first instance to meet the needs of pupils with SEND.
- Every year group has at least one additional adult, who can be used to offer additional support, as directed by the class teacher.
- Some children may need to have some planned sessions outside of the classroom. This is called an intervention. These might be as part of a small group or an individual session, with an adult who is delivering a planned, focussed activity. The skills developed during these sessions will be used back in the classroom.
- We are involved with outside agencies in supporting children with additional needs including: Educational Psychologists, Specialist SEND Practitioners from the Social Communication Interaction & Learning (SCIL) Team, Speech and Language Therapists, Physiotherapists, Occupational Health Practitioners, School Nurse etc.
- For some pupils with complex needs, it may be more appropriate that a more individualised approach is needed. They may have an adult working with them as a one-to-one (1:1), have a different timetable and may access different areas of the school, for example quiet, provision rooms. Some of these pupils may have an Educational, Health and Care Plan.

The quality and effectiveness of provision used in teaching pupils with SEND is monitored

by the SENDCo and members of the Senior Leadership Team. We monitor the impact of the provision by:

- Termly meetings between the class teacher and SENDCo.
- Fortnightly meetings between teachers and Senior Leaders
- Book looks
- Learning walks
- Observations

2. How is the environment and curriculum adapted at Whetley Academy?

Our curriculum is created considering the general needs, interests and strengths of our pupils. Teachers provide opportunities for all pupils to be involved in all areas of the curriculum, where appropriate, even if they are following an individual timetable. We recognise that some children struggle with being in a busy classroom environment full time. So, certain areas of our whole school environment have been developed to provide a quiet, sensory space. These spaces are also used for children who are having support for SEMH difficulties.

Resources and strategies are used so that every child can access the learning they need. For example, if a child needs coloured paper/overlays to help see clearly or if they need to use visual timetables to help to reduce anxiety.

We consider all aspects of a child's needs and we are ambitious about what we want them to achieve during their learning journey at Whetley Academy. We understand that some children need additional support with social and emotional development. Teachers use 'Thrive' to assess and plan for appropriate activities to develop these skills. Some children may do some work one on one, or in small groups with a member of our Inclusion Team. In addition, our Personal, Social and Health Education (PSHE) curriculum will teach children, about healthy relationships and where to access help if they are worried. Please refer to our Anti-Bullying Policy. [Anti-bullying-Policy-2022.pdf \(whetleyacademy.org.uk\)](https://www.whetleyacademy.org.uk/anti-bullying-policy-2022.pdf)

We provide opportunities for individuals to develop skills in areas other than Reading, Writing and Maths. For example, providing opportunities to access sports and clubs. To help boost confidence and develop independence, we encourage children to take up responsibilities in school. We can always find a role to suit their needs.

Meetings with parents, pupils, teachers, SENDCo and professionals help us to identify what is best for each child and how to make sure they are fully included at Whetley Academy.

5.1 Remote Learning

There may be times when a pupil needs to access learning from home, for example: school

closure, prolonged illness or isolations. Depending on the needs of a pupil, learning might be accessed by:

- Seesaw
- Video links
- Learning Packs organised by a class teacher



We will offer support to parents in being able to access and facilitate the learning.

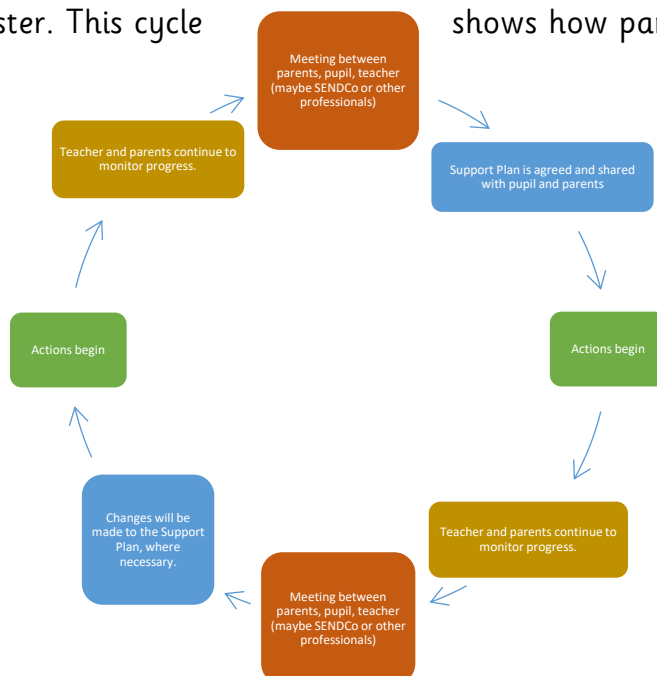
3. How does Whetley Academy ensure all pupils are treated equally?

All lessons, activities and trips are planned to be accessible for all children. We are committed to making the school building accessible for all pupils, including those with a physical disability. More detailed information can be found in our Accessibility Plan, which can be found on our website: [Accessibility-plan-2021-2024.pdf \(whetleyacademy.org.uk\)](https://www.whetleyacademy.org.uk/Accessibility-plan-2021-2024.pdf) In accordance with the Equality Act 2010, Whetley Academy has Equality objectives that we follow. These can be found on the website: [Equality Policy - Whetley Academy](#)

4. How does Whetley Academy involve parents and pupils?

Partnership with parents is a vital part of our SEND practice. Parents of pupils with SEND will be kept informed at each stage of the process.

Meetings will be arranged with parents before their child is placed on the Special Educational Needs Register. This cycle shows how parents and pupils will be involved.



Teachers will work with pupils to find out their views. For older children, this might be a chat about how they feel about school, what they are worried about etc. For younger children, or children who struggle with communication, we will gather their thoughts in other ways.



For some pupils with SEND, parents will be invited to meet with external specialists, e.g. Educational Psychologists, SCIL Team, in order to discuss and plan additional support for their child.

For some pupils with SEND, parents will be invited to annual review meetings, e.g. pupils with an Education Health and Care Plan, to discuss their child's progress with all professionals involved.

Parents are always welcome to arrange meetings with class teachers, SENDCo or Head of Academy.

How do we support pupils moving between different phases of education?

Moving between schools (often called transition) can be a worrying time for pupils and parents. We will do all we can to make sure that we make the journey as smooth and worry-free as possible. Meetings with parents and pupils will always be our first step.

8.1 Nursery to Reception

Visits to nursery and/or home visits will be arranged by Early Years Team and SENDCo. We will liaise with staff and the SENDCo at any previous settings. We may also contact other professional who may be involved, e.g. Health Visitors, pediatricians. Gradual transitions can be arranged if this is appropriate for the child.

8.2 Year 6 to Secondary School

Liaising with SENDCo and designated Year 7 staff to create appropriate transition. This may include extra visits to meet staff, see the school and meet new classmates.

8.3 New to school

If a child arrives at our school with already identified SEND, we will gather information from parents and the pupil. We will also make contact with the previous school for any

information that will help us to meet the child's needs. Gradual transitions can be arranged if this is appropriate for the child.

What expertise and training do our staff have to support pupils with SEND?

The SENDCo is a qualified teacher with 11 years teaching experience and has completed the National Award for Special Educational Needs at Sheffield Hallam University. She attends SENDCo Network Meetings through the local authority and Delta Academies Trust, to make sure that she keeps up to date with local and national policies. The SENDCo will also attend training, throughout the year, in different aspects of SEND, offered by the Local Authority or Delta Academies Trust.

We have a range of experienced teaching and learning support staff, who work with children with a range of SEND needs. Teachers work alongside support staff to put provision in place that meets the needs of a child.

All our staff receive regular and appropriate Continuing Professional Development (CPD) as required. Training and support are offered to staff to enable them to meet the needs of pupils with SEND. This may be organised as individual training or whole-school development. This will be delivered by the SENDCo, Trust Networks or specialists, for example: Speech and Language Therapist, Educational Psychologist, SCIL Team, Visual and Hearing Impairment Team.

How do we secure specialist expertise, equipment and facilities to support pupils with SEND?

We work closely with Local Authority and NHS Services in order to access expertise, equipment and facilities that are needed to meet individual pupils' needs. Any equipment that is recommended for use in school will be loaned or purchased. Please refer to our Accessibility Policy.

We may also use these services to support our assessments and planning for strategies, and provision or for supporting an EHCP application.

How do we handle complaints from parents of children with SEND about provision made at the school?

We would always encourage parents to share their concerns with class teachers, SENDCo or Head of Academy. This would allow opportunities to resolve any issues.

If a parent wished to make a complaint, they should follow the complaints procedure on the school website

Where can the Local Authority's local offer be found?

To access Bradford's local offer please follow this link:

[Bradford Local Offer | SEND Provision in Bradford](#)



The 'Local Offer' enables families to access and get support from a range of local agencies, from the Local Authority, health services, schools, leisure services and the voluntary sector. The offer will include provision from birth to 25, across education, health and social care. Lots of valuable information can be found on Bradford's Local Offer website including One Minute Guides that are 1-page documents that provide, quick, simple and accessible information on topics including Annual Reviews, EHCA Process and SENDIASS. They can be accessed through this link: [Bradford Local Offer | An Introduction - One Minute Guides](#) Parents are also able to sign up to Local Offer newsletter to keep up to date:

[Bradford Local Offer | Newsletters](#)

The Local Offer welcome and encourage parent feedback to evolve and develop their service: [Bradford Local Offer | Co-Production and Feedback | Have your say](#)