



MERCHANT TAYLORS'  
OXFORDSHIRE  
ACADEMY TRUST



# SEND INFORMATION REPORT 2024-2025

Version 1

March 2025

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Committee*

Version Control	
Document	Send Information Report
SLT	FL
Reference	MTOAT WS SEND Information Report 2024
Committee	Wellbeing Committee
Circulation	Website
Status	Approved (WBC)
Version	December 2024: Draft v1 March 2025: Updated post 3 March 2025 FGB – meeting comments
Governing body approved	WBC: 22 April 2025 FGB: 03 March 2025
Generated	Annually

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## 1. SEN Information Report

These pages set out information about our provision for children and young people with special educational needs and disabilities (SEND). They are updated annually.

## 2. About Our School

Wallingford School is a mainstream secondary school that provides for children and young people with a wide range of special educational needs including those with:

- Communication and interaction needs: This includes children who have speech language and communication difficulties, including autistic spectrum conditions.
- Cognition and learning needs: This includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
- Social, emotional and mental health (SEMH) needs: This includes attachment disorders, attention deficit and hyperactivity disorder, anxiety and depression.
- Sensory and/or physical needs: This includes children who have visual or hearing needs, or a physical disability that affects their learning or access to learning.

Our special educational needs coordinator (SENDCo) is Ms Vicki Fleming. She can be contacted on: [sendco@wallingfordschool.com](mailto:sendco@wallingfordschool.com)

Our governor with responsibility for SEND is: Mr John Peel

Wallingford School's Assistant Headteacher for Inclusion is: Mr James Keeling.

The school's SEND administrators are Mrs Shaan Southam and Mrs Ellie Prince. They can be contacted on 01865 837741 or via email on [princee@wallingfordschool.com](mailto:princee@wallingfordschool.com) or [southams@wallingfordschool.com](mailto:southams@wallingfordschool.com).

Our SEN policy can be found here:

<https://wallingfordschool.com/index.php/documents/statutory/category/17-send>

Our current Disability Equality and Access Action Plan can be found here:

<https://wallingfordschool.com/index.php/documents/statutory/category/17-send>

## 3. How Do We Identify and Give Extra Help to Children/Young People with SEND?

The school uses Oxfordshire County Council's guidance 'Oxfordshire Guidance for Special Educational Needs (SEN) Support'. The guidance sets out:

- How we identify if a child or young person has a special educational need.
- How we assess children and plan for their special educational needs, and how we adapt our teaching.
- Ways in which we can adapt our school environment to meet each child's needs.

- How we review progress and agree outcomes and involve you and your child in this.

Click here to read it: [https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/Schools\\_SEN\\_guidance.pdf](https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/Schools_SEN_guidance.pdf)

In practice, many students' special educational needs are identified at primary school. We work closely with our colleagues at primary schools to ensure that information is passed on in a timely manner so that we have a clear overview of a student's needs when they arrive in Year 7. If students join the school at other stages, we will contact the schools from which they are transferring from to ensure relevant information is available to their new teachers.

Students undergo testing for reading ages in Year 7 using a computer-based system called GL Assessment. This can help to highlight concerns about their reading or comprehension and maths, which might have an impact on their learning in all subjects. If these tests give results that are contrary to the primary school information, we will contact parents to discuss these findings.

Concerns can also be raised by teachers, parents, or the students themselves. We will always take such concerns seriously and undertake further investigation where required.

#### **4. School Support**

All students identified as 'School Support' will be supported by their subject teachers to ensure that they can access the curriculum. Their progress will be monitored and concerns raised if they are not making progress. All adults working with students on 'School Support' are made aware of their needs and strategies to support them in class through their pupil passport. This information is available to staff through Edukey.

Students' progress is monitored by their classroom teachers throughout the year, and by heads of department (CTLs) and heads of year (HOY) three times a year at our progress review points.

Parents will also be invited to discuss their child's SEN support three times a year with their child's tutor, class teachers and a member of the SEN department – either online, in person or over the phone. At these meetings, the student's SEN provision will be discussed, and the pupil passport on Edukey reviewed to make sure it is accurate and up to date.

#### **5. Education and Health Care Plan (EHCP)**

All students with an EHCP have detailed outcomes to ensure all adults working with the student are aware of their needs and strategies to support them in class. It is also likely that additional support will be provided by the school or other agencies to ensure their needs are fully met.

Progress of students with an EHCP is also reviewed three times a year: twice as a review with the form tutor and class teacher, and once at the more formal annual review meeting with the SENDCo

At annual review meetings, parents of students with EHCPs will meet with school staff and other professionals supporting their child to review progress towards their stated outcomes. Details of the student's provision and any interventions they have received, and their impact are also provided.

Agencies working with the student will usually provide a written report, and changes to the EHCP in light of these reports are communicated to the local authority. Following the annual review meeting, the pupil passport will be updated to reflect any changes, and teachers will be alerted to the updated profile.

## 6. How Do We Work with Parents and Children/Young People?

We will always contact parents if we have a concern that a child or young person may have a special educational need. We work closely with students with SEND and their parents to agree provision and how we will all work to implement this, to support progress. Students whose special educational needs can be met in school are designated 'School Support'. The local authority undertakes an assessment of students with more complex needs who require additional support. This may result in the local authority awarding will an Education, Health and Care Plan (EHCP).

If parents feel their child's needs are not able to be adequately met by the school at 'School Support' level, they can request that the local authority assess their child for eligibility for an EHCP. Information about how to do this can be found on the Oxfordshire County Council website:

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/oxfordshire-send-local-offer/education-health-and-care-plans-and-assessments/request-ehc-assessment>

## 7. Adapting the Curriculum

We offer a broad and balanced curriculum for all children and young people including those with SEND. We support students through reasonable adjustments made to classroom provision advised by relevant professionals and the OCC ordinarily available SEND provision toolkit: <https://schools.oxfordshire.gov.uk/sites/default/files/2024-10/OrdinarilyAvailableSENDProvision.pdf>

In addition to this it may be appropriate for students to access further interventions. Interventions we provide at Wallingford School may include:

- KS3 English intervention
- Read Write Inc. reading programme

- White Rose Maths
- Functional Skills English
- Functional Skills Maths
- Drawing and Talking
- TalkAbout
- Sixth Form reading buddies
- Reciprocal reading
- TYSS mentoring
- New Leaf mentoring
- TRAIN mentoring
- LAMDA
- Homework club
- Phoenix counselling

We continue to deliver targeted curriculum support sessions to support our learners with their GCSEs (consolidation, homework and revision).

## 8. What Expertise Can We Offer?

Our Inclusion Team have a strong range of experience in a number of Oxfordshire secondary and primary schools, and they all have experience of working with a range of professionals, the NHS, and the local education authority.

All staff have basic awareness-level training in executive function, speech, language and communication needs (SCLN), dyslexia, ADHD, SEMH, working memory and ASD.

We have staff who have received enhanced training in behaviour management; awareness of and support for students with physical disabilities, including Downs Syndrome; and in teaching literacy skills, including phonics.

There are also members of staff who have trained at a specialist level in Drawing and Talking Therapy. Teaching assistants are trained to support the particular needs of the children they work with. We have a SEND governor.

We also have access to a range of specialist support services including:

- Educational psychology
- SENSS, who support children with communication and language needs, sensory needs and physical needs
- Behaviour support services
- Child and Adolescent Mental Health Services (CAMHS)
- Oxfordshire School Inclusion Team
- Therapy services
- Children's social care and Family Help
- Careers advisor

- Exam access coordinator
- Speech and language therapy worker

Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages: <https://www.oxfordshire.gov.uk/children-and-families/oxfordshire-send-local-offer>.

We always discuss the involvement of specialist SEND services with parents first. We also work with other services and organisations that are involved with a family, with the family's permission.

## 9. How Do We Know if SEN Provision is Effective?

The progress of all children/young people is tracked throughout the school through three yearly assessment points. At the assessment point, the progress of students in all their subjects is collated, sent home and analysed by classroom teachers, heads of department and heads of year.

In addition, for children/young people with SEND, we regularly review progress towards agreed outcomes, assessing whether the support that's been in place has made a difference and what we need to do next. We evaluate this progress against age-related expectations.

When we run special intervention programmes for groups of children, we assess how successful they have been and use that information to decide on how best to run them in the future.

## 10. How Are Children/Young People with SEN Helped to Access Activities Outside of the Classroom?

All children and young people are included in activities and trips following risk assessments where needed and in accordance with duties under the Equalities Act 2010. We work with parents and young people when planning trips so that everyone is clear about what will happen.

There is information about activities and events for disabled children and those with SEND in Oxfordshire in the Family Information Directory:  
<https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/home.page>.

Oxfordshire's accessibility strategy can be read at:  
<https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/home.page>.



## 11. What Do We Do to Support the Wellbeing of Children/Young People with SEND?

All children have the opportunity to share their views through tutor time and through discussions with their head of year and tutor.

We listen to the views of children/young people with SEND by:

- Meetings, phone and email contact with students and parents, where the 'voice' of the student and parent/carers is expressly sought, noted and – as appropriate – acted on.
- Conducting regular 'student voice' panel meetings.
- Monitoring our morning, lunch and after-school clubs.
- Following up on points raised by Sixth Form Peer Mentors, teachers, teaching assistants, support staff, including Young Carers Lead and from the work of visiting professionals.

We help to prevent bullying of children/young people with SEND by fostering an inclusive approach through a comprehensive programme of enrichment and tutor time activities. We take incidents of bullying very seriously, including 'minor' incidents of bullying; incidents are recorded centrally and are dealt with swiftly by the year teams and the SEND department.

## 12. Joining the School and Moving On

We encourage all new children to visit the school before starting. For young people with SEND we:

- Work closely with primary (usually catchment) partner schools, so that young people and parents/carers can visit Wallingford School to observe a usual school day and to meet relevant staff on a number of occasions.
- Hold meetings with the SENCo and other SEND staff, including the head of year for Year 7, allowing time for parents/carers to reflect and talk through the specific needs of their child, so that we can understand the support a particular young person requires in school.
- Encourage parents/carers to visit a variety of schools, to ensure a balanced perspective.
- Run extended transition into secondary school that could include, for example, additional small group visits, visits to students at primary school, 1:1 visits to school with SENDCo.

We begin to prepare students for transition to their next stage of education/training, post-16/post-18, which can include:

- Guidance and support in choosing GCSE and vocational courses – for example, conversations with students and parents/carers and guidance at the options open evening.

- Conversations with SEN teachers, students and parents/carers when students are in Years 10 and 11.
- Careers advisor support to ensure all students with SEND have the guidance and support required to ensure appropriate provision post-16.
- Work experience: One week in term 4 for all Year 10 students; for a selected few students, we will consider and support an extended work placement based on their needs, in preparation for their post-16/18 courses, and for their adult and working life.

### 13. Who to Contact

Your child's form tutor or head of year may be able to help with general concerns about your child's progress or wellbeing. For concerns about SEND provision, initial contact should be made with the school's SENDCo, who will try to find a solution.

If this has not resolved the complaint, parents/carers are advised to follow the complaints process detailed in the complaints policy on the school website.

If you would like impartial advice from Oxfordshire's parent partnership service SENDIASS, this can be accessed via the following link: <https://www.sendiass-oxfordshire.org.uk/>.

If you'd like to know more about opportunities for children and young people with SEND and their families, as well as support groups and information about SEND, these are listed in the OCC Family Information Directory:

<https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/home.page>.

Oxfordshire's Local Offer contains lots of information for parents and can be accessed at the following link: <https://www.oxfordshire.gov.uk/children-and-families/oxfordshire-send-local-offer>.