SEN Information Report

Wixams Academy

October 2026

This Information Report explains how Wixams Academy implements its Special Educational Needs and Disabilities (SEND) Policy and supports learners with special educational needs and disabilities.

Our approach is underpinned by our commitment to Inclusion by Design. We want all learners to have access to high-quality teaching, a broad and ambitious curriculum and the wider life of the Academy, with appropriate support and reasonable adjustments where these are required.

1. What kinds of SEN do we provide for?

Wixams Academy is a mainstream secondary academy for learners aged 11–19.

We provide support for learners across the four broad areas of special educational need identified in the SEND Code of Practice:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

Learners may be identified as requiring different levels of support according to their individual needs. This may include:

- learners who are being monitored by the Academy while further information is gathered
- learners receiving SEN Support through the Academy's graduated approach
- learners with an Education, Health and Care Plan (EHCP)

We recognise that learners may have needs across more than one area and that individual

needs can change over time.

2. What is our policy for identifying children and young people with SEN and assessing their needs, and who is the SENDCO?

Our SEND Policy explains how we identify and support learners with SEND.

We assess learners' current skills, attainment and needs on entry to the Academy and consider whether a learner has a disability under the Equality Act 2010 and whether reasonable adjustments are required.

Learners' academic progress is formally assessed and reviewed throughout the year. Teachers use ongoing classroom assessment to identify learners who may require additional support. The SEND Team works with teachers to understand learners' needs and may use school-based assessment, observation and screening where appropriate.

A learner who does not have previously identified SEND may be highlighted through our SEND referral process. Following a referral, the SEND Team will consider the information available and identify appropriate next steps. This may include further observation, school-based assessment, screening or advice from an external service.

Where a learner has an identified additional need, this information is recorded on our SEND register and shared with relevant staff. Learners receiving SEN Support and those with an EHCP have an Individual Education Plan (IEP), which identifies their needs, strengths, outcomes and the support or adaptations required.

Where an EHCP is in place, the Academy will work within the provision and outcomes identified in the plan.

Our SEND Team

SENDCO: Miss Isobel Phillips, Assistant Headteacher – SENDCO

Deputy SENDCO: Mrs Helen Eaden

SEND Administrator: Mrs Sinead White

Telephone: 01234 608950

Email: send@wixamsacademy.co.uk

We ask that SEND-related communication is sent to the central SEND email address so that the wider SEND Team can respond and support families effectively.

3. How do we consult with parents and carers of children and young people with SEN and involve them in their education?

We value the knowledge and experience that parents and carers bring and aim to work in partnership with families.

Parents and carers receive regular information about their child's academic progress, effort and attainment through the Academy's reporting and parents' evening arrangements.

There are regular opportunities throughout the year for parents and carers to meet with teachers and members of the SEND Team.

All learners receiving SEN Support or with an EHCP have an IEP. IEPs are live documents which reflect the learner's current needs, strengths, outcomes and agreed support. Parent and learner voice is included within the IEP.

IEPs are reviewed regularly and a snapshot is shared with parents and carers through Arbor at key points during the year. Parents and learners can provide feedback and update their views through our IEP process. Where appropriate, families can also arrange a virtual IEP meeting with the SEND Team.

Parents and carers of learners with EHCPs are invited to contribute to and attend annual reviews.

We provide information about SEND through the Academy website and wider communication with families. Where a learner is identified for a targeted intervention, parents and carers will be informed about the support being offered.

We encourage parents and carers to contact us if they have concerns, information or questions about their child's needs or provision.

4. How do we consult with children and young people with SEN about their education?

Learner voice is an important part of our approach to SEND.

We seek to understand each learner's views, strengths, needs and aspirations and involve them in decisions about their support wherever possible.

Before specific support is put in place, we will explain the purpose of the support to the learner and, where appropriate, their parent or carer.

Learner views are recorded within IEPs and can be updated throughout the year and whenever there is a significant change in need.

Learners are encouraged to discuss their experiences and any concerns with their Form Tutor, teachers, SEND Team or other trusted adults.

Learners with EHCPs are supported to contribute to their annual review and can attend their review meeting where appropriate.

For new starters with identified SEND, a member of the SEND Team will meet with the learner wherever possible to understand their needs and support a successful transition into the Academy.

5. How do we assess and review children and young people's progress towards outcomes?

We use a graduated approach of Assess, Plan, Do and Review to identify and respond to learners' needs.

Information from assessment, classroom practice, learner and parent voice, interventions and specialist advice is used to understand needs, plan support and review its effectiveness.

Class teachers regularly assess learners' progress through normal classroom assessment and formal assessment points throughout the year.

Learners in Years 7–9 undertake annual GL progress assessments in English and Mathematics. Learners in Years 10 and 11 complete appropriate GCSE assessment and mock examinations, while learners in Years 12 and 13 undertake A Level or other relevant post-16 assessments.

Where appropriate, specialist screening and assessment may be used to develop our understanding of a learner's needs. This can include assessments relating to literacy, dyslexia, dyscalculia, working memory, processing and other areas of learning.

Where specialist assessment is appropriate, learners and parents or carers will be informed and relevant outcomes will be used to inform provision.

The SEND Team reviews progress data and works with teachers to identify learners who may require additional assessment, intervention or support.

We aim to use our normal assessment processes wherever possible so that learners are not subject to unnecessary additional assessment.

IEP outcomes are reviewed regularly and progress towards identified outcomes is considered alongside academic progress and wider information about the learner.

The effectiveness of individual interventions and wider SEND provision is reviewed through

intervention outcomes, IEP reviews, progress data, learner and parent voice, classroom observations and reviews of provision.

Where appropriate, we work with external agencies to assess need and review outcomes.

For learners with EHCPs, progress towards EHCP outcomes and the effectiveness of provision are formally reviewed through the annual review process.

Where access arrangements for examinations are being considered, appropriate assessment and evidence will be gathered in line with the relevant examination regulations and guidance.

Where a learner has needs relating to areas such as ADHD, autism, speech and language, mental health or other developmental needs, the Academy may work with the learner, family and relevant external services to identify appropriate assessment or referral pathways.

6. How do we support children and young people with SEN moving between phases of education and preparing for adulthood?

We recognise that transitions can be particularly important for learners with SEND and plan transition support according to individual need.

Transition into Year 7

We work closely with primary schools and families to support the transition from Year 6 to Year 7.

The SENDCO and SEND Team liaise with primary SENDCOs, class teachers and other relevant professionals to gather information about learners' needs, strengths, provision and successful strategies.

Where appropriate, we visit primary schools and attend transition meetings. Information from primary schools is used to inform IEPs and support planning before learners join the Academy.

We offer additional transition opportunities for learners who may benefit from them. This can include additional visits, tours, opportunities to meet key staff and transition information or booklets.

For learners with more complex needs, transition planning can begin well in advance of Year 7, with liaison between the Academy, primary school, family, Local Authority and relevant professionals.

Transitions between year groups and key stages

We plan transitions between year groups and key stages according to individual need. This may include meetings with key staff, sharing information with teachers and opportunities to become familiar with new routines, classrooms and expectations.

For learners with an EHCP, we consider the outcomes and recommendations within their plan when planning transition.

Preparation for adulthood

As learners move towards Key Stage 4 and Key Stage 5, we support them to develop increasing independence and consider their aspirations for future education, employment and adult life.

For learners with an EHCP, preparation for adulthood outcomes are considered as part of the annual review process and may include education, employment, independent living, community participation, health and relationships.

We work with learners, families, the Local Authority and relevant external services to support appropriate next steps, including transition to further education, training or employment.

7. How do we support children and young people with SEN to access teaching and learning?

Our approach is based on Inclusion by Design. We believe that learners with needs and disabilities should learn alongside their peers wherever possible and have access to a broad, ambitious and appropriate curriculum.

High-quality teaching is the first response to meeting learners' needs. Teachers use appropriate classroom adaptations and strategies to remove barriers to learning.

Where high-quality teaching alone does not fully meet a learner's needs, we work with the learner, family and relevant staff to identify additional provision.

This may include:

- adapted resources and instructions
- appropriate seating and positioning
- visual supports
- scaffolding and modelling
- chunking of information
- additional processing time

- assistive technology
- support with organisation and working memory
- targeted intervention
- Teaching Assistant support where appropriate
- sensory and regulation support

We offer a range of targeted interventions during morning registration. These include support with reading, numeracy, handwriting and touch typing, as well as social and emotional support such as ELSA and counselling.

Interventions are available to learners with and without SEND, where appropriate, and are identified according to individual need. The type, frequency and duration of intervention will vary depending on the learner's needs and the intended outcomes.

Provision and agreed classroom adaptations are shared with relevant staff and reviewed regularly.

We provide regular staff training to develop understanding of SEND and effective classroom practice.

The DEN: Inclusion and Regulation Support

The Academy has an inclusion base known as the DEN. The DEN provides a quiet environment for short-term regulation support for learners whose individual needs require this level of provision.

The DEN is not a separate curriculum provision or alternative classroom, nor is it a general regulation space available to all learners. Access is considered where a learner has identified needs and involvement from relevant professionals or external services, such as advisory teams, CAMHS or other specialist practitioners, indicates that this additional support may be appropriate.

The DEN is used where staff identify that a learner is unable to regulate successfully within the classroom and that strategies such as an agreed time-out or an in-class brain break are insufficient to meet their needs. Decisions about access are informed by the learner’s individual circumstances, professional advice and the support required to enable them to return to learning.

As a general framework, learners may access the DEN for no more than 10% of their daily timetable. This would normally be provided through three periods of up to 10 minutes of regulation time during the school day.

This framework provides consistency while recognising that individual circumstances can vary. Staff will use professional discretion where a learner requires additional time following

a significant incident or because of their individual presentation and needs. Where regulation time exceeds the usual 30-minute allowance, staff will communicate with relevant colleagues and contact parents or carers where appropriate.

The aim is always to support the learner to regulate and return to their usual learning environment as successfully and promptly as possible. Where a learner requires a higher level or different type of support, we will work with the learner, their family, the Local Authority and relevant professionals to review their needs and consider how the most appropriate support can be secured.

8. How do we adapt the curriculum and learning environment for children and young people with SEN?

Our approach is underpinned by high-quality first teaching, with inclusive classroom strategies used to support learners to access learning, develop independence and make progress. This reflects our core principles of high standards, hard work and kindness.

Ordinarily available provision may include:

- Adapted seating plans and thoughtful classroom positioning to support focus, engagement and access to teaching.
- Clear instructions, broken-down tasks, modelling and regular checks for understanding.
- Additional processing time, increased wait time for responses and reasonable adjustments to task completion time where appropriate.
- In-class brain breaks and agreed strategies to support attention, sensory needs and self-regulation.
- Working memory aids, such as key word lists, visual prompts, knowledge organisers and now-and-next instructions.
- Writing scaffolds, including sentence starters, writing frames, model answers and vocabulary banks.
- Adapted resources and presentation of information, including visual supports and accessible learning materials.
- Assistive technology, where appropriate, such as laptops, speech-to-text tools and reader pens.
- Regular feedback, encouragement and opportunities to revisit learning and consolidate understanding.
- Flexible approaches to questioning, recording work and demonstrating understanding, where appropriate.

This list is not exhaustive. Our approach to ordinarily available provision is informed by the Graduated Approach guidance and associated resources published by Bedford Borough Council and Central Bedfordshire Council. We use a graduated approach to identify needs,

plan appropriate support, implement strategies and review their impact. Strategies are selected according to individual learners' needs and reviewed to support access to learning, participation and progress. Not every learner will require every strategy, and staff will consider which approaches are most appropriate for each learner.

We provide a broad and ambitious curriculum which is designed to enable learners to achieve well and develop the knowledge, skills and qualifications they need for their next steps.

We consider individual needs when planning curriculum access and may make reasonable adjustments or adaptations where required.

At Key Stage 4, we work closely with learners, families and the SENDCO to consider the most appropriate curriculum pathway. This takes into account individual needs, strengths, aspirations and, where applicable, the outcomes identified in an EHCP.

Where appropriate, learners may access additional or alternative qualifications or pathways, subject to curriculum availability, staffing and individual circumstances.

Our learning environment is designed to support inclusion. The majority of the Academy site is accessible, and we consider individual accessibility requirements when planning provision.

Where a learner requires specialist equipment, resources or facilities to access education, we assess their individual needs and consider how these can be secured.

This may include equipment, assistive technology, adaptations to the learning environment or specialist advice from external agencies.

Where appropriate, we work with the Local Authority, health professionals and other specialist services to identify and secure the resources required.

Our Accessibility Plan sets out the steps the Academy is taking to improve accessibility for disabled learners, including access to the curriculum, the physical environment and information.

9. How do we involve parents and carers in supporting children and young people with SEN?

We recognise parents and carers as important partners in supporting learners with SEND. We aim to maintain regular communication with families and involve them in decisions about their child's education and support.

In line with the SEND Code of Practice, we actively seek parent and carer views as part of the IEP process. IEPs are emailed to parents and carers once a term. When sharing each

IEP, we invite parents and carers to review the document and contribute their views on their child's targets and provision. We offer the following options to support families to take part in this process:

- IEP feedback form: Parents and carers can review the emailed IEP and use a feedback form to share their views, suggest changes or raise questions in a way that suits their circumstances.

OR

- IEP review meeting: Parents and carers can book a meeting with a member of the SEND team to discuss the IEP, ask questions and contribute to reviewing targets and provision.

Both options provide an opportunity for parents and carers to contribute to the review of their child's IEP, allowing families to choose the method of communication that works best for them. We consider their feedback when reviewing support and planning next steps.

Where external agency involvement is being considered, we will normally discuss this with parents or carers and seek appropriate consent. There may be circumstances, including safeguarding matters, where information needs to be shared or a referral made in line with our statutory responsibilities.

We encourage parents and carers to support learners to develop independence and self-advocacy as they progress through the Academy.

10. What expertise and training do our staff have to support children and young people with SEN?

The SEND Team has a range of experience and specialist training relevant to supporting learners with SEND.

Our SENDCO, Miss Isobel Phillips, has QTS and a PGCE and has experience teaching learners aged 9–18, including English at KS2, KS3, KS4 and A Level. She has five years' experience as a SENDCO and eight years' experience leading whole-school interventions.

Qualifications and training include:

- National Professional Qualification for Senior Leadership (NPQSL)
- National Award for SEN Coordination
- ELKLAN Level 3
- Safer Recruitment

- Emotion-Based School Avoidance
- Attachment and Trauma
- Dyslexia
- Autism
- ADHD
- Therapeutic Thinking Approach

The SEND Team is supported by Teaching Assistants with a range of qualifications and specialist experience. This includes staff with degrees, ELSA training and speech and language training.

Staff receive ongoing professional development in areas of SEND and inclusion. This includes training relating to autism, trauma and attachment, ADHD, dyslexia and dyscalculia, sensory and motor needs, social and emotional needs and effective classroom strategies.

We also provide whole-school training and guidance so that all staff understand how to support learners with SEND effectively.

We also work with Local Authority SEND and inclusion services and relevant external agencies to access specialist advice where required.

11. How do we evaluate the effectiveness of the provision made for children and young people with SEN?

We use a range of information to evaluate the effectiveness of our SEND provision.

This includes:

- learner progress and attainment data
- IEP reviews and outcomes
- intervention outcomes
- learner and parent voice
- teacher feedback
- classroom observations and learning walks
- attendance and engagement information
- behaviour and wellbeing information where relevant
- external agency advice and reports
- annual review outcomes for learners with EHCPs

Please note that not all interventions have a direct or immediately measurable impact on academic progress. In these cases, effectiveness may be evaluated through other indicators, such as engagement, confidence, independence, emotional regulation, wellbeing

or improved access to learning. The approach to reviewing impact will reflect the purpose of the intervention and the individual needs of the learner.

The SENDCO works with the Senior Leadership Team and Trust colleagues to review SEND provision and identify areas for development.

The Academy also engages with external SEND reviews and Local Authority advisory processes where appropriate.

The effectiveness of provision is reviewed as part of our wider Academy self-evaluation and improvement planning.

12. How are children and young people with SEN enabled to engage in activities with other children and young people who do not have SEN?

We actively encourage and support learners with SEND to participate fully in the life of the Academy alongside their peers.

We consider accessibility and individual needs when planning trips, visits, enrichment activities, physical activities and wider school opportunities.

Where required, reasonable adjustments, adaptations or additional support will be considered to enable learners to participate.

Learners with SEND have benefited from a range of additional opportunities, including inclusive sports events, cricket activities, careers events and visits to local colleges. These opportunities may vary from year to year depending on availability, partnerships and individual circumstances.

We work with learners and families to understand any barriers to participation and identify appropriate solutions wherever possible.

Our aim is for learners with SEND to experience the same opportunities as their peers while recognising that individual support requirements will vary.

13. How do we support the emotional, mental and social development of children and young people with SEN?

We recognise the importance of supporting learners' emotional, mental and social development alongside their academic progress.

Support may include:

- ELSA provision
- counselling

- mentoring
- small-group support
- individual support
- support with emotional regulation
- support with social skills and relationships
- staff mentoring and coaching
- targeted intervention
- support from external agencies

The DEN also provides a short-term regulation and inclusion space for learners who require support to regulate and return to learning. Further information about the DEN and its use is outlined in Section 7.

We work with families and relevant external agencies where learners require additional support.

Our approach to wellbeing and behaviour is underpinned by the Academy's relevant policies, including our Anti-Bullying Policy and Behaviour Policy.

14. What support is available from external agencies and how do we involve them?

We work with a range of external agencies and specialist services where this is appropriate to a learner's needs.

These may include:

- Community Paediatrics
- GPs and School Nursing
- Occupational Therapy
- Speech and Language Therapy
- CAMHS
- Children’s Social Care
- Early Help
- Youth Involvement mentoring
- Educational Psychology
- Local Authority SEND Teams
- SEND Advisory and Inclusion services
- Hospital Education
- Medical Needs Teams
- SENDIASS
- specialist outreach services
- specialist autism services

- specialist impairment teams
- CHUMS
- other relevant health, social care and voluntary organisations

Referrals are made through the relevant pathway and according to the criteria of the service.

Where appropriate, the Academy supports families to understand referral processes, provide relevant information and communicate with external professionals.

Support for parents and carers

Parents and carers can also access independent advice and support through SENDIASS and their Local Authority SEND Local Offer.

The relevant Local Authority SEND Local Offers provide information about services, support and provision available to children and young people with SEND and their families.

Central Bedfordshire Local Offer: Central Bedfordshire SEND Local Offer

Central Bedfordshire SENDIASS: support@sendiass.co.uk 0300 300 8088

Bedford Borough Local Offer: Bedford Local Offer

Bedford Borough SENDIASS: Sendiass@bedford.gov.uk 01234 276267

15. What arrangements are in place for handling complaints from parents of children with SEN about the provision made at the Academy?

We encourage parents and carers to raise any concerns as early as possible so that we can work together to understand the issue and identify appropriate next steps.

In the first instance, parents and carers should contact their child's Form Tutor or the relevant subject teacher, depending on the nature of the concern. If further support or advice is needed, concerns can then be raised with the SENDCO or a member of the SEND team.

For SEND-related enquiries, the SENDCO can be contacted by email at send@wixamsacademy.co.uk.

We aim to resolve concerns through open communication and collaborative working wherever possible. If a concern cannot be resolved informally, parents and carers can follow the Academy's formal Complaints Policy, which is available on the Academy website or from the Academy office.

16. What are our arrangements for the admission of children with disabilities?

Wixams Academy is committed to providing an inclusive education for all learners.

Admission arrangements for disabled learners are the same as those for other learners and are set out in the Academy's Admissions Policy.

Where a learner has a disability, the Academy will consider the reasonable adjustments and accessibility arrangements required to enable them to access education and the wider life of the Academy.

Where relevant information is available before admission, we work with families, previous schools, the Local Authority and relevant professionals to plan appropriate support.

17. How do we ensure that children and young people with disabilities are not treated less favourably?

The Academy is committed to ensuring that learners with disabilities are not treated less favourably because of their disability.

We promote equality of opportunity and make reasonable adjustments where required to remove or reduce barriers to learning and participation.

Staff are expected to consider individual needs when planning teaching, assessment, activities and wider school experiences.

Concerns relating to disability discrimination will be addressed through the Academy's relevant equality, behaviour and complaints procedures.

18. What facilities and equipment are available to support children and young people with SEN?

We recognise that some learners may require specialist equipment, resources, technology or adaptations to access education.

Where a need is identified, we assess the learner's individual requirements and consider how appropriate equipment or facilities can be secured.

This may include:

- assistive technology
- specialist software
- adapted resources
- sensory resources

- specialist seating or furniture
- physical adaptations
- accessibility adjustments
- equipment recommended by health or specialist professionals

Where appropriate, we work with the Local Authority, health professionals and other specialist services to identify and secure the most appropriate resources.

Our Accessibility Plan provides further information about how we are improving access to the curriculum, physical environment and information.

19. Where can I find further information?

Further information about SEND at Wixams Academy can be found on our Academy website, including:

- our SEND Policy
- our SEN Information Report
- our Accessibility Plan
- our Admissions Policy
- our Complaints Policy
- information about SEND support and provision

Families can also access their Local Authority SEND Local Offer for information about wider services and support.

Central Bedfordshire Local Offer: Central Bedfordshire SEND Local Offer

Bedford Borough Local Offer: Bedford Local Offer

If you have any questions about SEND provision at Wixams Academy, please contact:

SEND Team

Wixams Academy

Telephone: 01234 608950

Email: send@wixamsacademy.co.uk