A COMMITMENT TO EXCELLENCE

SEND Information Report Annual Review

Policy & Procedure Number: 54

Date of Board of Governors Review: Autumn 2026

Next Review Due: Autumn 2027

School Link: Mrs K Webster

Revision Number: V3

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SEND Information Report

This Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information required as set out in the Special Educational Needs and/or Disability Code of Practice and Regulations 2014.

SEND Broad Areas of Need (**Appendix A** of this information report provides more information).

The SEND Code of Practice: 0-25 years, details these as:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health difficulties
4. Sensory and/or Physical Needs

General School Details:	
School Name:	Wade Deacon High School
School website address:	www.wadedeacon.co.uk
Type of school:	Academy
Description of school:	Mainstream 11-16 mixed secondary school.
Does our school have resource base? Yes or No If Yes please provide a brief description.	No
Number on roll:	1696
% of children at the school with SEND:	15.51%
Date of last Ofsted:	November 2022

Awards that the school holds:	• Lead School Partner for Initial Teacher Training for the University of Chester.
	• TEP Awards (2024/2025):
	  ○ Top 5% of schools for; KS3 Effort, KS3 Inclusion, KS4 Effort, KS4 Inclusion and Pupil Recommendation.
	  ○ Top 10% of schools for; KS3 Enjoyment, KS4 Enjoyment

Accessibility information about the school:	In April 2013 the school was fully refurbished and rebuilt. The school meets all relevant accessibility requirements as required under DDA.
Please provide a web link to your school's Accessibility Strategy	2026 Accessibility policy

<table>
<tr><td>Expertise and training of school based staff about SEND. (CPD details)

Please comment specifically in relation to autism and include dates.</td><td colspan="3">Kirsty Webster: Post Graduate Certificate in Specific Learning Difficulties (Dyslexia). AMBDA. Elklan Level Three. National Award for SEN Coordination

Kathryn Cook: National Award for SEN Coordination; Post Graduate Diploma in Deaf Education; Post Graduate Certificate in Advanced Educational Practice (SEN); British Sign Language Level One; Elklan Level Two. Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A)

Lindsey Cebelieu: Elklan Level Three.

Karen Holland: Elklan Level Three

Abbie Morley: Elklan Level Three

Jennifer Power & Margi Greaves: ELSA (Emotional literacy support)</td></tr>
<tr><td rowspan="11">Documentation available:</td><td rowspan="11">Are the following documents available on the school's website?

If yes please insert the link to the documents page.</td><td>SEND Policy</td><td>Yes</td></tr>
<tr><td colspan="2">SEND Policy</td></tr>
<tr><td>Safeguarding Policy</td><td>Yes</td></tr>
<tr><td colspan="2">Safeguarding Policy</td></tr>
<tr><td>Behaviour Policy</td><td>Yes</td></tr>
<tr><td colspan="2">Expectations for Learning Policy</td></tr>
<tr><td>Equality and Diversity</td><td>Yes</td></tr>
<tr><td colspan="2">Equality and Diversity Policy</td></tr>
<tr><td>Pupil Premium Information</td><td>Yes</td></tr>
<tr><td colspan="2">Pupil Premium Policy</td></tr>
<tr><td>Complaints Procedure</td><td>Yes</td></tr>
<tr><td colspan="2">Complaints Policy</td></tr>
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Range of Provision and inclusion information:	
How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.	**Identification:** • Prior information from primary schools/transition information. • Baseline assessment with all new starters. • Staff and/or parent concerns (at every round of Progress to Success). • All teachers are teachers of SEND and provide Quality First Teaching in the first instance, as detailed in the SEND code of practice 2015. School follows the graduated approach using the Assess Plan Do Review cycle. **Involvement in Planning:** • Initial conversations take place to ensure pupil and parent voice is addressed.

	• Interventions and strategies are agreed, reviewed and amended on a regular basis. If your child appears not to be making the same level of progress as other pupils their age we will undertake assessment in school and use other professionals in identifying possible barriers to their learning. Parents and carers will be involved at all stages. SEN Support Plans are created and shared with pupils and parents/carers. Feedback is invited and this is then included in the plan, which is then disseminated to all staff.
What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For example health, social care, local authority support services and voluntary sector organisations.	• A team of Teaching Assistants also support individual pupils across the school. • Local authority services (including educational psychologists) and Specialist teachers. • Behaviour and Alternative Provision Units. • A team of Learning Mentors. • Close collaborative work with outside agencies/local authority. • Health services including CAMHS and a school nurse. • Systems for contact with social care where appropriate. • Occupational therapy and physiotherapy for pupils who require this input and specific resources
How we provide access to a supportive environment; ICT facilities/equipment/ resources/facilities etc.	• Breakout areas. • Access to ICT resources, including Doc Plus, iPad and laptops. • FM systems for hearing impaired pupils. • Differentiated resources for visually impaired pupils, including provision of writing slopes when needed. • Mentor Provision for pupil drop-in. • Provision of dedicated Achievement Centre. • Inclusion building • Sensory Room, Sensory Swing, Sunken Trampoline • Specialist chairs when applicable
What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?	• ELKLAN • ELSA • Social Stories/Comic Strip conversations • Visual timetables • Lifeskillz • Talkabout • In-class support from Teaching Assistants to support strategies and interventions in class including visual supports • Specific after school activities such as Lifeskilllz Club
What strategies/programmes/resources are available to speech and language difficulties?	• LA Speech and Language Therapist for identified cases. • In-class support from Teaching Assistants. • Social skills club for identified vulnerable pupils. • Elklan strategies to support pupils with Autistic Spectrum Condition and Speech and Language difficulties. • Access to quieter areas at unstructured times.
Strategies to support the development of literacy (reading /writing).	• Quality First Teaching and focus groups initially. • Early morning literacy intervention sessions for identified pupils. • Targeted reading intervention. • Frequent testing with Star Reader to ensure that intervention is targeted appropriately. • Teaching Assistants providing in-class support.

	• Use of specialist resources online for reinforcement of teaching and learning. • Whole-school reading and literacy drive. • Continued Professional Development training for all staff across the school. • Additional tutorials when applicable.
Strategies to support the development of numeracy.	• Quality First Teaching and focus groups initially. • Early morning numeracy intervention sessions for identified pupils. • Teaching Assistants providing one-to-one support when appropriate. • In-class support provision by Teaching Assistants. • Use of specialist resources and targeted online resources for reinforcement of teaching and learning. • Frequent testing with Star Maths to ensure that intervention is targeted appropriately. • Additional tutorials when applicable.
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	• High level Teaching Assistants deployed to provide additional support with SEND provision . • Teaching Assistants providing support in-class and withdrawal when appropriate. • Provision of tailored SEND Support Plans for identified pupils. • Targeted intervention sessions. • Differentiation of resources to suit individual needs. Provision of specialist equipment. • Implementation of strategies as suggested by external agencies. • Personalised curriculums to meet individual needs.
How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers). What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.	• Pupil progress is used using the Plan-Do Review cycle outlined in the SEND Code of Practice 2015. • In-class observations. • Regular standardised testing through Star reader and Star numeracy. • SEN Support Plan and three-yearly reviews meetings. • Provision of Pastoral Support Plans when appropriate. • Multi Agency Planning meetings. • Regular communication and meetings with parents. • External professional undertaking assessment when necessary.
Strategies/support to develop independent learning.	• Provision of Minimum Target Grades and Progress to Success for all pupils across the school. • Pupil SEND meetings led by keyworkers. • Regular reviews of in-class support provision. • Access to a broad and balanced curriculum for all. Regular reviews of progress. • Provision of regular and purposeful feedback to pupils. • Personal Development Curriculum.
Support /supervision at unstructured times of the day including personal care arrangements.	• Mid-day supervisors provide support at all break and lunchtimes. • Named teaching staff are also allocated to supervise at all break and lunchtimes. • A library-pass system for identified pupils to access a quiet area at break and/or lunchtimes. • Lunch club – to support pupils who benefit from additional communication and interaction support. • Nurture room & library for pupils to access when needed.

	• Supervision in the inclusion centre between structed interventions. • After-school homework clubs with Teaching Assistant support.
Extended school provision available; before and after school, holidays etc.	• Wade Deacon Experience - extracurricular activities for all interested pupils. • Provision of early morning intervention sessions. • After school homework club. • Please follow the link to see the full list of whole school extracurricular activities on offer. curriculum/extra-curricular
How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEND?	• All pupils are encouraged to engage and participate in extra-curricular activities and school trips. • Keyworkers can work with pupils to prepare them for any such activities and if appropriate, TA support may be provided to enable pupil interaction with their peers.
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	• Provision of Teaching Assistant support in lessons. • Deployment of Learning Mentors and dedicated Keyworkers. • Meet and greet at start of day and emotional check ins. • Provision of soft landings in the morning and at lunch in the inclusion building when applicable. • Nurture room in the main building as a safe space for pupils to have access too when applicable. • Therapy dog. • ELSA & Thrive support. • External counselling services • Provision of a variety of clubs for specifically identified groups of pupils, including social skills club. • Online school portal to strengthen school-home communication • Active engagement with outside agencies. • Personal Development Curriculum.
What strategies can be put in place to support behaviour management?	• The consistent use of the school's Expectations for learning policy. • Pastoral team pupil support plan. • Provision of group and one-to-one sessions supporting positive behaviour strategies and anger management. • Use of whole-school reward systems. • Individual rewards system when applicable. • Provision of dedicated Keyworkers and Learning Mentors. • Bespoke 6 week intervention timetables through the inclusion building. • Individual strategies shared with all staff to support • Follow Children At Risk of Exclusion (CARE) protocol where appropriate.
How we support pupils in their transition into our school and when they leave us and in preparing for adulthood.	• Transition visits are completed with Primary Schools, including follow-up visits from the SENDCo. • Transition plans are established and activated for individual identified pupils. • Keyworkers and Learning Mentors are identified at the earliest opportunity to establish consistency. • A two-day transition programme is undertaken for all Year 6 pupils who have been given a place. • Meetings with careers advisor take place from year 9. • Mock interviews for college courses are conducted for identified vulnerable pupils. • A hand-over process is engaged in for vulnerable pupils.

	• Regular meetings with parents when necessary. • Supported college visits are conducted to ease the transition into a post-16 environment. • SEND information is shared between school and post 16 providers. • Work experience placements are tailored to individual pupils.
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	• We have close links with external specialist agencies. • Lift passes (and evac-chairs) for identified pupils to aid movement throughout the school building. • Purchase of additional resources, such as specialist equipment to support physical needs. • Staff training around addressing the specific medical needs of individual pupils.
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	• The provision of Keyworkers and Learning Mentors. Regular meetings with parents/carers. • Online school portal to strengthen school-home communication • Provision of personal tutors and progress leaders to all pupils across the school. • Regular pupil evaluations of learning. • Parent-engagement sessions. • Close links with external agencies. • The school also works closely with the Local Authority.
How additional funding for SEND is used within the school with individual pupils?	• Schools receive funding for all pupils including those with special educational needs and disabilities and they meet students' needs through this (including additional support and equipment, alternative provision where necessary). The local authority may contribute if the cost of meeting an individual's needs are significant. • Variety of interventions and in class support to deliver strategies as detailed in Education, Health and Care Plans. • For the employment of Teaching Assistants to run a programme of Early Morning Intervention sessions targeting literacy and numeracy for identified pupils. Provision of lunch clubs and homework clubs. • Additional SEMH support through blocks of interventions via the mentor team. • The provision of in-class support. • For the development and delivery of personalised timetables to meet pupils' individual needs. • For one-to-one sessions when deemed appropriate. • For the provision of dedicated rooms to support pupils on temporary and/or reduced timetables due to issues of challenging behaviour and/or vulnerability. • For the provision of Keyworkers and Learning Mentors.
Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school.	• The provision of specific interventions for literacy and numeracy such as 1-1 tuition or small group. • For the provision of additional specialist staff. • For providing extracurricular experiential opportunities including educational visits. • Wade Deacon Experience - extracurricular activities. • For accessing specific specialist resources to support intervention programmes. • Staff training and development.

	• Pupil premium plus funding is applied for to meet individual need via the PEP process for LAC pupils with SEND. • Needs are identified and PP+ bids are made on an individual basis • Extended Schools provision in Easter and Summer. • Member of the school's leadership team is specifically responsible for the pupil premium plan and its successful implementation
SENDCO name/contact: Kirsty Webster	
Principal name/contact: Brendan Hesketh	
ANNUAL REVIEW 2026-2027 **Completed by: Kirsty Webster** **Date: October 2026**	

***This information was last updated at the end of Autumn Half Term 1.**

SEND Broad Areas of Need

Communication and Interaction	
6.28	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
6.29	Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning	
6.30	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
6.31	Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health difficulties	
6.32	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs	
6.34	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and

	Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).
6.35	Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.