

Special Educational Needs and Disabilities INFORMATION REPORT

2025-2026

Special Educational Needs and Disabilities Coordinator (SENCO): Linda Zuanella

SEND Governor: Rebecca Adams

The following information is published as required by the *Special Educational Needs and Disability Code of Practice 0-25 years (Jan 2015)* and the *Special Educational Needs and Disability Regulations 2014*.

Dear parents and carers,

The aim of this information report is to explain how we put our **SEND policy** into action. In other words, we want to show you how support for children with special educational needs works in our school.

You can read our **SEND Policy** on the School website under the “Information” tab.

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1. What types of SEND does Sheldon School support?

At Sheldon School we provide additional and/or different provision for SEND students according to the four broad areas of need (as stated in the SEND Code of Practice):

AREA OF NEED	
Communication and interaction	Autism
	Speech and language difficulties.
Cognition and learning	Specific learning difficulties, including dyslexia, dyscalculia, dyspraxia (aka Developmental Coordination Disorder)
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Mental Health difficulties such as attachment disorder, anxiety, depression, self-harm.
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. How will Sheldon School know if my child needs SEN support?

We follow the Equality Act, 2010 and the SEND Code of Practice, 2014 when we identify Special Educational Needs.

When we decide if a student needs extra support, we look at different types of information, including:

- Details and reports from previous schools or other professionals where needed.
- Feedback from the parent/carer and the student.
- CATS (cognitive ability tests) for all year 7 students and anyone who joins the school mid-year.

- Reading and spelling assessments of all year 7 students and anyone who joins the school mid-year.
- School reports, progress data and attendance.
- Information from the teacher or form tutor. A SEND referral form is completed if a student is not making the progress we expect, even with good teaching and pastoral support.

We listen to the views of the student and their parent/carer. Together, we agree on the goals we want to reach and the support needed to remove any barriers to learning.

We add the student to the SEND register if they need something **different or additional** to the core support available to all children at Sheldon school. Our core offer reflects guidance from Wiltshire Local Authority.

The SEND register is flexible. Students can be added or removed depending on their needs, the support in place, and the progress they make.

Our SEND support is based on need, not on diagnosis. This means students can be added to the SEND register with or without a formal diagnosis.

3. How will I be involved in decisions about my child's education?

- Parents/carers receive three progress reports each school year and are invited to attend parent consultation evenings.
- All students on the SEN register have a key worker. Parents/carers are invited to attend SEN review meetings at least twice a year.
- If the student has an Education, Health and Care Plan (EHCP) the SENCO will carry out their formal annual review with the parent/carer.
- We contact parents/carers when we think a student may have special educational needs.
- We discuss any SEND support put in place with parents/carers

This helps us make sure that:

- Everyone understands the student's strengths and difficulties.
- We listen to parents and carers' concerns.
- Everyone understands what outcomes we are working towards.
- Everyone is clear about the next steps.

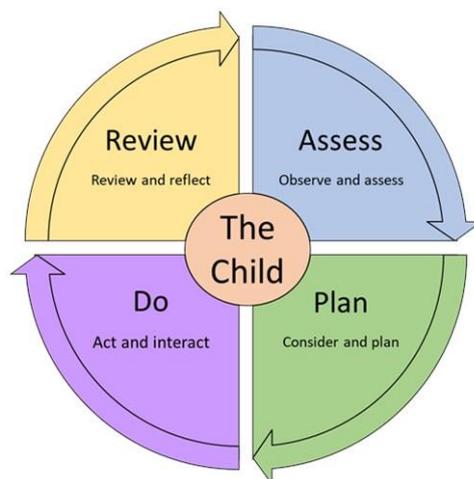
4. How will my child be involved in decisions about their education?

It is important that young people are involved in decisions about their support. However, we understand that each child is different, so we decide how to do this on a case-by-case basis, with your input. We may ask for your child's views by:

- Inviting them to attend SEND review meetings
- Asking them to complete a pupil voice form.
- Giving them time to share their views with a member of staff who can pass this on for them.

5. How will Sheldon School check and review my child's progress?

SEND support at Sheldon follows the Graduated Approach from the SEND Code of Practice. This is a four-part cycle of **Assess-Plan-Do-Review**. We will plan the provision with you and record it in an Individual Learning Plan. The agreed support will then be put in place. At the next meeting, we will review how successful the support has been in helping your child reach their goals and decide on the next steps.



To check progress, we may use:

- Teacher assessments and information from any support provision.
- Feedback from subject teachers, teaching assistants, form tutor and head of Year.
- Attendance and behaviour in school.
- Views and feedback from parents/carers and the student.
- Observations from Teaching Assistants or the SENCO.
- Feedback from other professionals, if needed.

All teachers and support staff are told about each students' needs, additional provision and any teaching strategies that should be used. All information is accessible to staff and parents through individual pupil plans.

6. How will Sheldon School support my children through key transitions?

Primary Transition

Induction activities for all students take place in Term 6. However, for some students with additional needs, the transition may start earlier.

- The SENCO and Head of year visit primary schools to meet students.
- The SENCO attends the Annual Reviews of Year 6 students with an EHC Plan.
- If needed, and after talking with parents and the primary school, we may create an enhanced transition plan. This could include:
 - Extra meetings with professionals and parents/carers
 - Extra visits to Sheldon, including quieter times such as after school
 - Small-group or 1:1 transition work with our Learning Support Team.

Transitions between years/key stages

We know that moving between year groups or key stages can cause stress or worry for some students.

Transition support is discussed during review meetings. This may include extra visits to help students feel confident in the school environment, time to look through their timetable, or check-ins with a trusted adult.

Preparing for Adulthood

Planning and preparation for adulthood and for post-16 choices begins in Year 9.

The SENCO and Heads of Year work with the student and parent/carers to give advice on GCSE options.

Our careers advisor works closely with the Learning Support Team and meets with students, and sometimes with parents, if helpful. Some students may also be supported by a member of the Learning Support Team.

If the student has an Education Health and Care Plan (EHCP), they will also benefit from additional advice and support from their SEND case worker (allocated to them by the Local Authority)

Pupils with SEND who need help with post-16 transition will receive individual help from the Learning Support Faculty. This may include extra visits to college or help finding an apprenticeship, etc.

7. How will teachers work with my child if they have SEND and how will the curriculum be adapted?

Every teacher is a teacher of SEND

Every leader is a leader of SEND

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff (SEND Code of Practice, 2014, section 6.36)

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. (SEND Code of Practice, 2014, section 6.37)

At Sheldon, the subject teacher is always the first person responsible for teaching every student in a way that meets their needs. We believe that all students should have access to high quality teaching as well as a broad, balanced and adapted curriculum.

All learners, especially those with SEND, benefit from a purposeful and consistent learning environment. This is The Sheldon Way, our teaching and learning framework. It aims to ensure consistency of teaching and learning as well as the development of best practice.

Teachers use the information and strategies provided by the SENCO to support your child's learning. Adaptations may include:

- Changing the types of questions they ask, simplifying language, or giving extra processing time
- Teaching assistants giving extra support in lessons, working with the teacher to help students become more independent
- Making reasonable changes to the learning environment, such as using Soundfield systems for deaf learners
- Providing recommended learning aids like reading pens, iPads, or coloured overlays
- Adapting resources, such as using larger fonts or giving extra handouts
- Putting Exam Access Arrangements in place (after assessments in Year 9 and evidence of need over time)
- We are ambitious for our students. Everyone is prepared for GCSEs but we also understand that some students, including those with SEND, may benefit from alternative, vocational qualifications to support their outcomes. These are delivered alongside GCSEs and may include: ASDAN, Functional Skills English/Maths (up to Level 2), Level 2 Cambridge Nationals, etc.
- Some pupils may also receive support in addition to the mainstream curriculum, such as social skills or reading intervention. These programmes may be short, medium or long term and may run during tutor time or during a lesson.

8. How accessible is the school site?

Sheldon School is an open plan school made up of several buildings. Each building has wide door wheel-chair access and lifts are fitted at two key points. We have toilet facilities adapted for wheelchair users. Soundfield is installed in classrooms for students with hearing impairments. Key routes are adapted for our visually impaired students. We do our best to meet individual need and are always happy to discuss and plan for individual access requirements. This section should also be read in conjunction with the **Access Plan** and the **Equalities Policy and Objectives**. Both documents can be found on the school website under the “information” tab.

9. What skills and training do staff have to support my child with SEND?

All staff at Sheldon School have access to high quality SEND CPD. Since Sept 2022 the following training has been delivered to staff:

- SEND Code of Practice
- Understanding the behaviours of learners with SEND (including autism and SEMH needs)
- Understanding and supporting learners with ADHD
- Understanding and supporting learners with dyslexia
- Effective use of TAs
- Supporting learners with Literacy difficulties
- Supporting Deaf learners
- Adaptive teaching for SEND & Wiltshire OPAL (Ordinary Provision Available to all Learners)

In addition to this, Learning Support staff have also attended the following training sessions:

- Improving classroom support (5-point scale)
- Supporting learners with reading difficulties
- Supporting SEMH needs in the classroom
- PDA (Pathological Demand Avoidance)
- Supporting learners with Autism (National College)

Sheldon School is also a Resource Base for deaf pupils. This is led by Mrs Lindsay Freeman, Teacher of the Deaf, who helps deaf pupils access the curriculum.

Classrooms at Sheldon School are fitted with a Soundfield system designed to improve the quality of sound and link up with hearing devices. All teachers receive training in how to use this to support deaf pupils.

The Learning Support team also includes the following expertise:

- 2 qualified ELSAs (Emotional Literacy Support Assistants)
- 1 qualified THRIVE practitioner.
- 1 qualified dyslexia specialist

We have 13 full-time-equivalent teaching assistants who support learning in lessons and run interventions.

10. How will my child be included in activities outside the classroom?

Sheldon School is a fully inclusive school and staff make sure that students with SEND can take part in all activities.

- All activities and trips are open to all students.
- All students are encouraged to join in all aspects of school life (pupil panels, open evenings, school productions etc.)
- For activities outside school, risk assessments are carried out and steps are taken to enable students to participate. This may include the support of an additional adult.
- Our **Access Plan** explains how we make sure students with disabilities can access the school site.

11. What support will there be for my child's wellbeing?

Sheldon School has strong pastoral support system to help students' social and emotional wellbeing:

- Each Head of Year is supported by a deputy HOY and a dedicated, full-time pastoral manager
- Students are encouraged to first speak to their tutor or a member of the pastoral team if they have any concerns. Some students with SEND prefer to talk to another trusted adult, such as a teaching assistant.
- The school has a senior mental health lead who manages a range of support and interventions. More information about **Mental Health & Wellbeing** support in school and in the community is available on our website under the "Information" tab. You can also read the Sheldon **Anti-bullying Policy** and the **Sheldon Safeguarding & CP Policy** for more details.
- Some students with SEND may feel vulnerable during unstructured times and need a base that feels safe and secure. These students can come to the Learning Support space where staff are always available. We have a lunchtime Hi-5 club and a morning Early-Birds provision for our most vulnerable pupils.

12. How does the school work with other services and agencies to support my child?

An Early Support Assessment (ESA) may be used to help support the child and their family. An ESA creates a plan for the child and family and is written by a 'Lead Professional' together with other professionals who work with the family.

When needed, we work with outside support services to help our students with SEND and their families. Any referral to these services is always made after talking with staff, parents/carers, and the student.

Outside support services include:

- Local Authority Support Services:
 - Autism Outreach Service for Wiltshire
 - Educational Psychologists
 - Education Welfare Officers
 - Occupational Therapists
 - Social Care teams
 - Speech and Language Services
 - Sensory impairment physical and medical service (Teacher of the Deaf; Teacher of Visual Impairments)
 - Specialist Advisory Teacher for Cognition & Learning
 - Specialist Advisory Teacher for Physical and Medical Needs
 - School Nursing Team
- CAMHS (Children and Adolescents Mental Health Services)
- GPs and Paediatricians via the Single Point of Access
- Voluntary sector organisations

13. What can I do if I am not happy with the SEND support my child receives?

If you are unhappy with any part of the SEND support your child receives, you should first talk to our SENCO:

Ms Linda Zuanella

Email: SENCO@sheldonschool.co.uk

Tel: 01249 766020

If you are still concerned, you can contact either the Deputy Headteacher, **Mr Andrew Symes** or the Headteacher, **Mr Peter Lynch**.

If the issue is not resolved, you can write to the school's SEND Governor, **Ms Rebecca Adams**. You can also contact the Local Authority for further support.

14. What support services are available to parents of children with SEND?

For Support and Advice:

SENDIASS (SEND Independent Advice and Support Service)

SENDIASS offers free, independent, and impartial advice about education, health, and social care for children and young people (ages 0–25) with special educational needs and/or disabilities (SEND), and their families.

They can help parents and carers make informed choices and give advice and support when needed. You can contact SENDIASS through the link below.

<https://www.family-action.org.uk/what-we-do/children-families/wiltshire-sendiass/>

Wiltshire Parent Carer Council (WPCC).

A forum that represents and supports parent carers of children and young people aged 0-25.

http://wiltshireparentcarercouncil.co.uk/en/Home_Page

For Information:

Every local authority is responsible for writing a 'Local Offer' and making sure it is available for everyone to see. It explains how the local authority is developing the way it supports children and young people, aged 0-25, who have special educational needs and/or disabilities.

The Wiltshire Local Offer helps parents, carers and young people find out about the support and services available in their local area and how to access them.

<http://www.wiltshire.gov.uk/local-offer>