WEATHERFIELD ACADEMY

To Become the Best Person You Can Be.

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Special Educational Needs & Disabilities (SEND) Information Report

SENDCo - Abby Slough
September 2026
To be reviewed: September 2027

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This SEND Information Report is reviewed annually and published on the school's website in accordance with Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014.

All pupils attending our school have an Education, Health and Care Plan (EHCP). This SEND Information Report outlines how we meet our statutory duties and how we ensure that every pupil receives high-quality, personalised support in line with the SEND Code of Practice (2015).

Purpose of this SEND Information Report

This report explains how Weatherfield Academy identifies, assesses and supports pupils with Special Educational Needs and Disabilities. It sets out:

- How we support pupils with SEND — including the systems, processes and approaches we use to meet a wide range of cognition and learning needs.
- What provision looks like in practice — detailing the high-quality, specialist teaching and interventions in place across the school.
- Roles and responsibilities — including the responsibilities of the SENCo, class teachers, support staff, senior leaders and governors.
- How we identify and monitor needs — beginning prior to admission and continuing throughout a pupil's time with us, ensuring provision remains responsive and evidence-based.
- Our curriculum offer — a broad, balanced and personalised curriculum adapted to meet the needs of pupils with SpLD Cognition and Learning difficulties, in line with statutory guidance.
- How we work with parents, carers and pupils — ensuring families are active partners in planning, reviewing and shaping provision, including during Annual Reviews.

A glossary of key terms is provided at the end of the full report to support understanding.
For further detail, please see our full SEND Policy and Information Report on our website:
https://www.weatherfield.beds.sch.uk/send-information

Legislative Framework

This SEND Information Report is written in accordance with:

- Part 3 of the Children and Families Act 2014, which outlines the statutory responsibilities of schools for pupils with SEND.
- The Special Educational Needs and Disability Regulations 2014, which set out requirements for EHCPs, SENCo responsibilities and the publication of the SEND Information Report.
- The SEND Code of Practice (2015), which provides statutory guidance for organisations working with children and young people with SEND from 0–25 years.

Weatherfield Academy is committed to fulfilling all statutory duties and ensuring that pupils with SEND achieve the best possible outcomes.

Accessibility of Information

If you require this information in another language, format or medium, please contact: Abby Slough, Assistant Headteacher & SENCo Email: aslough@weatherfieldacademy.co.uk

Definitions

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A pupil is identified as having Special Educational Needs (SEN) if they have a learning difficulty or disability that requires special educational provision to be made for them.

A learning difficulty or disability is defined as:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of the educational facilities generally provided for pupils of the same age in mainstream schools.

Special educational provision refers to:

- Educational or training provision that is additional to or different from that made generally for other pupils of the same age in mainstream schools.
- At Weatherfield Academy, as a Cognition and Learning specialist setting, all pupils receive personalised, adapted provision aligned with their EHCP and individual needs.

Roles and Responsibilities

The SENCo

Abby Slough, Assistant Headteacher, is the academy's Special Educational Needs Co-ordinator (SENCo).

The SENCo will:

- Work with the Headteacher and the SEND Link Governor to determine the strategic development of SEND provision across the school.
- Hold day-to-day responsibility for the operation of the SEND Policy and the coordination of provision for all pupils with SEND.
- Provide professional guidance to colleagues and work closely with staff, parents, carers and external agencies to ensure pupils receive appropriate, high-quality support.
- Advise on the deployment of the school's delegated SEND budget and other resources to meet pupils' needs effectively.
- Act as the main point of contact for external agencies, including the Local Authority and specialist support services.
- Liaise with next stage providers to support smooth, well-planned transitions for pupils and families.
- Work with the Headteacher and Governing Board to ensure compliance with the Equality Act 2010, including reasonable adjustments and access arrangements.

The EHCP Team includes all Class Teachers, Key Stage Leaders, Pathway Leaders and the Senior Leadership Team.

They will:

- Lead and complete Annual Reviews by gathering information from key workers, teaching staff, families and external professionals, including attainment, attendance and progress towards EHCP outcomes.
- Ensure that accurate, up-to-date records are maintained for all pupils with SEND.

SEND Administrators – the academy's Admin team support the operational management of SEND processes.

They will:

- Maintain accurate and secure records for all pupils with SEND.
- Liaise with external agencies involved with pupils at Weatherfield Academy.
- Liaise with Local Authorities regarding consultations, Annual Reviews and statutory processes.

The SEN Governor will:

- Raise awareness of SEND matters at Governing Board level.
- Monitor the quality and effectiveness of SEND provision and report findings to the Governing Board.
- Work with the Headteacher and SENCo to support the strategic development of SEND provision across the school.

The Headteacher will:

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- Work with the SENCo and SEN Governor to determine the strategic development of SEND provision.
- Hold overall responsibility for the provision, progress and outcomes of pupils with SEND and/or disabilities.

Class Teachers
Each Class Teacher is responsible for:
- The progress, development and wellbeing of every pupil in their class.
- Working closely with teaching assistants and specialist staff to plan, deliver and evaluate the impact of support and interventions, ensuring they are embedded within high-quality classroom teaching.
- Working with the SENCo to review progress and adjust provision where necessary.
- Ensuring they follow the SEND Policy and the principles of the graduated approach.
- Assessing, planning, implementing and reviewing the progress each pupil makes towards their learning objectives and EHCP outcomes.

Types of SEND provided for
Weatherfield Academy is a specialist Cognition and Learning school. All pupils must have Cognition and Learning identified as their primary need on their Education, Health and Care Plan (EHCP) in order to be considered for placement.

As a specialist setting, we recognise that many pupils have needs across more than one area of the SEND Code of Practice's four broad areas. While Cognition and Learning must be the primary need, pupils may also have additional needs in one or more of the following areas:
- Communication and Interaction – including speech, language and communication needs
- Sensory and/or Physical Needs – including sensory processing differences, visual or hearing impairments, or physical disabilities

These additional needs are supported through high-quality, specialist teaching, targeted interventions and personalised provision, all aligned with each pupil's EHCP.

Weatherfield Academy is designated to meet the needs of pupils whose primary need is Cognition and Learning.

Our approach to Supporting Pupils with SEND
Weatherfield Academy is a specialist Cognition and Learning setting. Once a pupil is enrolled, we use a comprehensive range of information sources to ensure that provision is personalised, evidence-based and aligned with the pupil's EHCP. This enables us to plan high-quality teaching and learning that meets each pupil's individual needs.

To build a full picture of each pupil, we draw on:
- The pupil's EHCP, including outcomes, provision and professional recommendations.
- External advice, such as reports from Educational Psychologists, CAMHS, Edwin Lobo Centre, specialist outreach teams, Social Care and medical professionals.
- Information from previous settings, including IEPs, reports, assessment data, strengths and areas of difficulty, and any involvement from external agencies.
- Information from a home visit, including pupil interests, triggers, routines, strengths, and parental insights gathered through transition forms.
- Baseline assessments and ongoing tracking, including academic progress, attendance, engagement and progress towards subject-specific and EHCP outcomes.

This multi-layered approach ensures that provision is tailored, consistent and responsive to each pupil's needs.

Adaptations to the Curriculum and Learning environment
Weatherfield Academy provides a broad, balanced and personalised curriculum in line with the Cognition and Learning designation of the school. Adaptations are made to ensure all pupils can access learning meaningfully and successfully.
Pupils benefit from a range of onsite specialist learning environments, including:
- Physical Education facilities

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- Animal Care
- Food Technology
- Forest School

These environments support the development of functional, vocational and life skills, and provide opportunities for pupils to work towards a wider range of outcomes.

We also deliver PSHE, RE, Careers, and promote British Values, ensuring pupils are prepared for adulthood and able to make a positive contribution to their communities.

Educational visits - including museums, community settings and college taster days - further support social development, independence and emotional wellbeing.

Expertise and training for staff

Weatherfield Academy is committed to ensuring that all staff have the knowledge and skills required to meet the needs of pupils with MLD, SpLD and associated additional needs. Staff receive ongoing professional development, including training in:

- Therapeutic Thinking
- Autism Awareness
- Safeguarding
- Supporting Children with Down's Syndrome
- Speech and Language Difficulties
- PDA (Pathological Demand Avoidance)
- ADHD
- Attachment Awareness
- PREVENT
- Dyslexia, Dysgraphia, Dyspraxia and Dyscalculia

This training ensures that staff can deliver high-quality, specialist teaching and adapt provision effectively.

Teaching Assistants and Wider Support Team

Weatherfield Academy has a highly skilled support team consisting of:

- 30 Teaching Assistants (TAs)
- 5 Higher Level Teaching Assistants (HLTAs)

These staff are trained to deliver a wide range of SEND interventions, including:

- Speech and Language support
- Sensory Circuits
- Yoga
- Other targeted interventions aligned with EHCP outcomes

In addition, the school has a Family Worker, Donna Ashley, who provides support to pupils, parents, carers and staff. This includes early help, signposting, emotional support and liaison with external agencies.

What should I do if I think my child has SEND?

If you believe your child may have previously unidentified special educational needs, the first point of contact is your child's Class Teacher. They will discuss your concerns with the SENCo, Abby Slough, who will contact you to explore the concerns in more detail. You may also contact the SENCo directly at: aslough@weatherfieldacademy.co.uk

We will arrange a meeting with you to:

- Discuss your concerns and gather information about your child's strengths and difficulties
- Review any relevant background information
- Agree the outcomes you would like to see for your child
- Identify next steps, including any assessments or observations needed

A written record of the discussion will be added to your child's file, and you will receive a copy for your own records.

How will the school know if my child needs additional support?

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All pupils at Weatherfield Academy have an EHCP; however, we recognise that needs can change over time. We therefore monitor pupils closely to identify any emerging or increasing needs.

Pupils are assessed on entry and then regularly throughout the year to monitor:

- Academic progress
- Social and emotional development
- Engagement in learning
- Attendance and wellbeing

If a pupil is not making expected progress, or if new concerns arise, parents and carers will be informed. A meeting will be arranged with the class teacher and SENCo, who will gather further information through:

- Classroom observations
- Discussions with the pupil
- Meetings with the tutor and subject teachers
- Monitoring of unstructured times (e.g., break and lunch)
- Review of previous reports and assessments

Where appropriate, we may recommend additional assessments or interventions.

Parents and carers will be invited into school to discuss next steps, which may include:

- Classroom based interventions
- Adjustments to teaching approaches
- Referral to external professionals such as Speech and Language Therapy, Educational Psychology or CAMHS
- Increased monitoring or targeted support

Staff can raise concerns at any time through weekly staff meetings or via our internal referral system, ensuring that emerging needs are identified promptly.

Reviews and Ongoing Monitoring

- EHCP Annual Reviews take place at least annually and involve parents, carers, staff and external professionals where appropriate. Following the review meeting, recommendations are submitted to the Local Authority within statutory timescales and the Local Authority will determine whether the EHCP should be maintained, amended or ceased.
- Parent/Carer Consultation Evenings take place twice a year to discuss progress and provision.
- EHCP Outcome review take place termly, alongside Parent Consultation evenings and Annual Reviews.
- If additional support is required, the SENCo will work with you and the Class Teacher to create or update a Provision Map outlining strategies, interventions and outcomes.

Interim Annual Reviews

If your child experiences a significant change in need, or if staff or parents feel that the current provision no longer meets their needs, an Interim Annual Review may be called.
During this meeting, we will:

- Review current concerns
- Consider any new assessments or professional advice
- Discuss whether additional or different provision is required
- Agree any amendments needed to the EHCP

This ensures that support remains responsive, timely and aligned with your child's evolving needs.

Assessing Academic progress

Pupils' academic progress is monitored systematically across the school year to ensure teaching is responsive and aligned with each pupil's EHCP Outcomes.
At Weatherfield Academy:

- Teachers upload half-termly assessment data to Arbor for English (reading, writing, speaking and listening) and Maths.
- Progress is measured using the Functional Skills Programme of Study and Pre-Key Stage Standards, ensuring assessment is appropriate for pupils with Cognition and Learning needs.
- This regular assessment cycle enables staff to identify strengths, gaps and next steps, informing teaching, intervention planning and EHCP reviews.

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To support literacy development, we use:

- Reading Plus to monitor reading fluency, comprehension and engagement
- Phonics Tracker to assess progress through phonics phases
- These tools ensure that teaching is matched to each pupil's developmental stage and that progress is monitored accurately over time.

Our Graduated Approach

Weatherfield Academy follows the statutory Graduated Approach to meeting Special Educational Needs, as outlined in the SEND Code of Practice (2015). This is a continuous, cyclical process designed to ensure provision remains personalised and effective.

The four-part cycle includes:



- **Assess** — Before any intervention begins, staff complete a baseline assessment to establish the pupil's starting point and identify specific areas of need.
- **Plan** — Staff set clear, measurable outcomes and outline the planned intervention, including frequency, staff responsible and exit criteria or duration.
- **Do** — Interventions are delivered by trained staff and monitored to ensure consistency and fidelity.
- **Review** — Staff evaluate progress towards the planned outcomes and adapt provision based on what is most effective for the pupil.

This cycle is ongoing and ensures that support remains personalised, evidence-based and responsive to need. It also ensures that provision is continually refined in line with the pupil's progress, engagement and EHCP requirements.

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

Weatherfield Academy is committed to working in genuine partnership with parents and carers. You will be involved at every stage of planning, reviewing and evaluating your child's SEND provision.

We will:

- Provide Autumn/Spring 1 and Spring 2/Summer reports outlining your child's progress against their EHCP outcomes
- Meet with you termly, or more frequently if required, to:
  - Set clear outcomes for your child's progress
  - Review progress towards those outcomes
  - Discuss the support and interventions in place
  - Agree what actions school, home and the pupil will take

The SENCo may attend these meetings to provide additional guidance and ensure that provision aligns with your child's EHCP and wider needs.

We recognise that parents and carers are experts in their child's strengths, needs and aspirations. Your views are essential in shaping the support we provide. We also welcome ongoing feedback about how SEND provision is impacting your child at home, as this helps us build a complete picture of their needs.

After each meeting, a written record of agreed actions, outcomes and support will be shared with relevant staff and a copy provided to you.

If concerns arise between meetings, you can contact:

- Your child's Class Teacher
- The SENCo, Abby Slough

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You can reach us by:

- Phone: 01582 605632
- Email: aslough@weatherfieldacademy.co.uk
- Visiting the school to request an appointment

How will my child be involved in decisions about their education?
Pupil voice is central to our approach. We involve pupils in decisions about their education in ways that are appropriate to their age, understanding and communication needs. This aligns with the SEND Code of Practice's emphasis on person-centred planning.

We may seek your child's views by inviting them to:

- Attend meetings to discuss their progress and outcomes
- Share their views through a written statement, drawing, video, presentation or other preferred method
- Talk with a trusted member of staff who can represent their views during meetings
- Complete a pupil survey or reflection activity

We will work with you to decide the most appropriate and meaningful way for your child to contribute. Our aim is to ensure that pupils feel heard, valued and actively involved in shaping their own support.

How will the school adapt its teaching for my child?
Class Teachers are responsible and accountable for the progress and development of every pupil in their class. At Weatherfield Academy, high-quality teaching is the first and most important step in meeting the needs of pupils with SEND. We ensure that all pupils have access to a broad, balanced and personalised curriculum, adapted to reflect their individual strengths, needs and learning profiles.

There is no "one size fits all" approach. Adaptations are made on a case-by-case basis, ensuring they are meaningful, appropriate and aligned with each pupil's Cognition and Learning needs and EHCP outcomes.

Adaptations may include, but are not limited to:

- **Curriculum adaptations** — adjusting content, pace, grouping, or teaching style; providing 1:1 or small-group support; breaking learning into smaller, manageable steps.
- **Teaching adaptations** — allowing additional processing time; pre-teaching key vocabulary; reading instructions aloud; using writing frames; providing word mats; using interactive technology, practical resources, sensory learning approaches, or Makaton.
- **Additional support and staffing** — deploying trained staff to deliver targeted support; implementing recommendations from external professionals such as Speech and Language Therapists, Occupational Therapists, Clinical Psychologist or Play Therapists
- **Specialist aids and equipment** — laptops, coloured overlays, visual timetables, larger print materials, induction loops, Makaton resources and other recommended tools to support access to learning.

A full list of Quality First Teaching strategies used at Weatherfield Academy is available on our school website.

Area of need	Condition	How we support these pupils
Communication and interaction	Autism Spectrum Disorder (as secondary need)	• Visual timetables to support structure and predictability • Social stories and comic strip conversations • Work schedules and task breakdowns • Low-arousal environments • Sensory tools (e.g., fidget toys, ear defenders) • Support with transitions and changes

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		• Using the pupil's name before giving instructions • Clear, simple, specific language • "Say less, say it slowly" approach • Asking only necessary questions
	Speech and language difficulties	• Speech and Language Therapy advice and programmes • Clicker software • Makaton • Visual reinforcement and modelling • Chunking tasks into manageable steps • Corrective feedback • Additional processing time • Sequential, step-by-step instructions • Visual aids to support understanding
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	• Alternative recording methods (e.g., laptops, voice-to-text) • Mind maps and graphic organisers • Use of photographs or visual prompts • Writing slopes • Errorless learning approaches • Overlearning and repetition • Structured, cumulative teaching sequences
	Moderate learning difficulties	• Highly scaffolded learning tasks • Small, achievable steps • Frequent checking of understanding • Pre-teaching and overlearning • Concrete and practical resources • Visual supports and modelling • Reinforcement of key concepts over time
Social, Emotional and Mental Health	ADHD	• Movement breaks • Clear routines and expectations • Reduced distractions • Task chunking • Positive behaviour support plans • Therapeutic Thinking approaches • Access to sensory circuits • Emotional regulation strategies
Sensory and/or Physical	Hearing Impairment	• Visual cues and written instructions • Facing the pupil when speaking • Use of induction loops where appropriate • Minimising background noise
	Visual Impairment	• Enlarged print • High-contrast materials • Clear, uncluttered layouts • Verbal description of visual information

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	Multi-sensory Impairment	• Multi-sensory teaching approaches • Specialist advice from external agencies • Adapted resources and environments

These interventions are part of our contribution to Central Bedfordshire's Local Offer

How will the school evaluate whether the correct support is in place for my child?
Weatherfield Academy regularly evaluates the effectiveness of provision to ensure that support remains appropriate, evidence-based and aligned with your child's EHCP Outcomes. We use a range of methods to monitor impact, including:

- Reviewing progress towards agreed outcomes each term using formal and informal assessments, including teacher assessments
- Pupil self-assessment where appropriate
- Reviewing the impact of interventions after a six-week cycle
- Pupil questionnaires to gather their views
- Monitoring by the SENCo using a bespoke tracking system
- Parent/carer consultation evenings
- Holding an Interim Annual Review where there has been a significant change in need or provision

This ensures that provision is continually refined and remains responsive to your child's development.

How will the school resources be secured for my child?
If your child's needs require additional resources beyond what is ordinarily available, we may need to secure:

- Extra equipment or specialist facilities
- Additional teaching assistant hours
- Further staff training
- External specialist expertise

Where this is the case, we will consult with relevant external agencies to obtain recommendations on what will best support your child's access to learning. This may include advice from Speech and Language Therapy, Occupational Therapy, Educational Psychology, CAMHS, or other specialist services.

Inclusion in school activities, clubs and trips
Weatherfield Academy is committed to ensuring that all pupils, regardless of SEND or disability, can participate fully in school life. All extra-curricular activities and school visits are available to all pupils, including before- and after-school clubs.

We ensure:

- All pupils are encouraged to attend school trips, including our residential visit to Caldicot
- All pupils are supported to take part in sports day, workshops, reward trips, talent shows and other enrichment activities
- No pupil is ever excluded from an activity because of their SEND or disability
- Reasonable adjustments are made to ensure full inclusion and safety

This commitment reflects our duty under the Equality Act 2010 and our belief that enrichment opportunities are essential for personal development and wellbeing.

How does the school make sure the admissions process is fair for pupils?
Weatherfield Academy follows a transparent and fair admissions process in line with our designation as a Cognition and Learning specialist setting.

- Prospective parents/carers are invited to attend half-termly school tours led by the Senior Management Team.

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- The Local Authority is responsible for requesting placements for pupils whose needs meet our admissions criteria.
- Weatherfield Academy is currently oversubscribed; therefore, admissions are managed by the Head of School in partnership with the Local Authority.
- Placement decisions are based on whether the pupil's primary need aligns with our designation and whether the school can meet the needs outlined in their EHCP.

This ensures that admissions are consistent, equitable and aligned with statutory guidance.

How will the school support my child's mental health and emotional and social development?
Weatherfield Academy is committed to supporting the mental health, emotional wellbeing and social development of all pupils. We recognise that pupils with Cognition and Learning needs may also require support across the SEMH area of need.

We provide a strong pastoral offer, including:
- A Play Therapist on site three days per week
- A Clinical Psychologist on site one day per week
- Weekly training for teachers and teaching assistants to ensure staff are confident in supporting pupils with mental health needs
- Additional support for staff working with pupils experiencing mental health difficulties

We promote emotional and social development through:
- Encouraging pupils with SEND to participate in the school council
- Offering a range of lunchtime clubs to promote teamwork, communication and friendship-building
- Providing timetabled pastoral sessions, access to The Base, social skills groups and opportunities to share their views
- Running lunchtime and after-school clubs for pupils who require additional SEMH support

We have a zero-tolerance approach to child-on-child abuse. Our preventative work includes:
- Teaching pupils to value and respect differences
- Using PSHE to promote self-esteem, safety and emotional literacy
- Celebrating achievements in assemblies
- Using Class Charts to reinforce positive behaviour
- Encouraging pupils to speak out and seek help
- Establishing class-agreed conduct rules displayed in every classroom
- Participating in national safeguarding events such as Anti-Bullying Week and Internet Safety Week
- Providing resources from organisations such as the NSPCC
- Offering restorative approaches where appropriate

What support will be available for my child during transitions?
Transitions can be challenging for pupils with SEND. Weatherfield Academy provides structured, personalised support for transitions between classes, between schools, and into adulthood.

Transition between year groups
To prepare pupils for a new school year, we:
- Hold a final meeting of the year attended by both the current and next Class Teacher to discuss the pupil's SEND profile
- Provide whole-school transition days so pupils can meet their new teachers and see their new classroom
- Arrange lessons with the incoming teacher during the summer term to support familiarity and reduce anxiety

Transitions between schools or into further education
When pupils move on from Weatherfield Academy, we work closely with families and receiving settings to ensure a smooth transition.
Support includes:

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- Working with pupils and families to identify aspirations for adulthood, including education, employment, independent living and community participation
- Supporting pupils to develop organisational and independence skills
- Identifying gaps in knowledge and providing targeted support
- Offering impartial careers advice and guidance
- Arranging visits to potential colleges or next-stage providers
- Sharing information with the new setting based on what parents and pupils feel is most important

Joining Weatherfield Academy
Once Weatherfield Academy has been identified as the next provision for a pupil:

- Information is shared with parents, carers and guardians, including transition dates
- A meeting or video call takes place between the Weatherfield SENCo and the previous school's SENCo to discuss needs and required support
- Transition days are arranged so new pupils can visit the school, meet staff and become familiar with the environment
- On the first day, pupils are welcomed by members of the Senior Leadership Team and pastoral staff
- Staff accompany pupils to their first lesson to support settling in
- Meetings with parents are arranged to discuss how best to welcome and support the pupil
- A buddy system is used to help new pupils make friends and navigate the school

16. What support is in place for looked-after and previously looked-after children with SEND?
At Weatherfield Academy, we recognise that looked-after and previously looked-after children may have additional vulnerabilities that interact with their SEND needs. We are committed to ensuring that these pupils receive high-quality, coordinated support.
Our Designated Teacher, Emma Thomas-Sloley, is responsible for championing the progress, wellbeing and inclusion of looked-after and previously looked-after pupils. Her role includes:

- Ensuring all staff understand how a pupil's care status and SEND profile may interact
- Supporting teachers to plan effectively for teaching and learning
- Ensuring that the pupil's Personal Education Plan (PEP) aligns with their SEND Support Plan or EHCP, so that all plans complement one another
- Working closely with the SENCo, Virtual School, Social Care and carers to ensure a joined-up approach

Looked-after and previously looked-after pupils receive the same personalised, evidence-based SEND support as all pupils at Weatherfield Academy, with additional oversight to ensure their needs are fully met.

Working together: Our SEND Partnership Charter
At Weatherfield Academy, we believe that the best outcomes for young people are achieved when pupils, families, staff and professionals work together in a spirit of mutual respect and collaboration.
We will:

- Place the child or young person at the centre of decision-making.
- Listen to and value the views of pupils, parents, carers and professionals.
- Communicate openly, honestly and respectfully.
- Work proactively to identify solutions when concerns arise.
- Share relevant information appropriately and in a timely manner.
- Maintain high aspirations for all pupils.
- Promote inclusion, dignity and respect for everyone within our school community.

We ask all members of our school community to:

- Treat others with courtesy and respect.
- Engage constructively in meetings and reviews.
- Work in partnership to support positive outcomes.
- Respect confidentiality and professional boundaries.
- Raise concerns promptly so they can be addressed effectively.

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By working together, we can ensure that every pupil is supported to thrive, achieve and prepare for adulthood.

What should I do if I have a concern about my child's SEN support?
Weatherfield Academy aims to work in partnership with parents and carers. However, if you have concerns about your child's SEND provision, we encourage you to raise them promptly so that they can be resolved.

Complaints about SEND should be made initially to:

- Your child's Class Teacher
- The SENCo
- The Headteacher

Concerns will be addressed in line with the school's Complaints Policy, which is available on our website. This policy provides a clear framework for addressing concerns relating to staff conduct, school procedures or the provision your child is receiving.

If you are not satisfied with the school's response, you may escalate your complaint to the Chair of Governors via the school's reception team. In some circumstances, pupils themselves may also have the right to raise a complaint.

What if I believe my child has been discriminated against?
If you believe your child has been discriminated against because of their SEND or disability, you have the right to make a claim to the First-tier SEND Tribunal.
You can make a claim regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Reasonable adjustments, including auxiliary aids and services

Information on how to make a claim can be found at: https://www.gov.uk/complain-about-school/disability-discrimination

Before making a tribunal claim, you may choose to use disagreement resolution or mediation, which can help resolve concerns without formal legal action. Information about these services is available through Central Bedfordshire's Local Offer.

What support is available for me and my family?
Weatherfield Academy recognises that supporting a child with SEND can be challenging at times. We are committed to working in partnership with families and ensuring that you have access to clear information, guidance and support.
If you have questions about SEND, or if you are finding things difficult, please contact us. We are here to support you, your child and your wider family.

Local Support
Central Bedfordshire Local Offer
Central Bedfordshire Council publishes information about services, support and guidance for children and young people with SEND on their Local Offer website. This includes education, health, social care, short breaks, transport and more.

SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service)
SENDIASS provides free, confidential and impartial advice to parents, carers and young people.
You can contact SENDIASS via:

- Phone: 0300 300 8088 (24-hour message service available)
- Email: support@sendiass.co.uk
- CBC SENDIASS: support@sendiass.co.uk
- Referral form available through their website

SENDIASS can support with understanding EHCPs, preparing for meetings, resolving concerns and navigating SEND processes.

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Local Charities and Support Services
Local organisations offering support to families of children with SEND include:

- CHUMS – emotional wellbeing and mental health support
- CAMHS – Child and Adolescent Mental Health Services
- Child Development Clinic / Edwin Lobo Centre – developmental and medical assessments
- Groundworks – community and wellbeing support

These services can be accessed through the academy by contacting:

- Donna Ashley – Family Worker Email: dashley@weatherfieldacademy.co.uk
- Abby Slough – SENCo Email: aslough@weatherfieldacademy.co.uk
- Sarah Beresford – Designated Safeguarding Officer Email: sberresford@weatherfieldacademy.co.uk

National Charities Offering SEND Support
Families may also find support, guidance and resources from national organisations such as:

- IPSEA – legal advice on SEND law
- SEND Family Support – parent-led advice and community support
- NSPCC – safeguarding and wellbeing resources
- Family Action – practical and emotional support for families
- Special Needs Jungle – parent-friendly SEND information and guidance

These organisations provide accessible information, helplines, training and advocacy.

Glossary

- Access arrangements – Special arrangements that allow pupils with SEND to access assessments or exams fairly.
- Annual Review – A statutory meeting held once a year to review the provision and progress in a pupil's EHC plan.
- Area of Need – The four categories used in the SEND Code of Practice to describe different types of SEND: communication and interaction; cognition and learning; sensory and/or physical; and social, emotional and mental health.
- CAMHS – Child and Adolescent Mental Health Services.
- Differentiation / Adaptation – When teachers adapt how they teach in response to a pupil's needs.
- EHC Needs Assessment – The assessment carried out by the local authority to decide whether a child requires an EHC plan.
- EHC Plan – A legally binding document that sets out a child's needs and the provision required to meet them.
- First-tier Tribunal / SEND Tribunal – A legal body where families can appeal decisions about EHC needs assessments, EHC plans, or discrimination related to SEND.
- Graduated Approach – A four-part cycle (assess, plan, do, review) used to provide and refine SEN support.
- Intervention – A short-term, targeted programme designed to support a pupil with a specific outcome in mind.
- Local Offer – Information published by the local authority about services and support available for children and young people with SEND.
- Outcome – A target for improvement for pupils with SEND. Outcomes may relate to learning, independence, communication, wellbeing or preparation for adulthood.
- Reasonable Adjustments – Changes a school must make to remove or reduce disadvantages caused by a pupil's disability.
- SENCo – The Special Educational Needs and Disabilities Co-ordinator.
- SEN – Special Educational Needs.
- SEND – Special Educational Needs and Disabilities.
- SEND Code of Practice – Statutory guidance that schools must follow when supporting children and young people with SEND.
- SEN Information Report – A statutory report published on a school's website explaining how the school identifies, assesses and supports pupils with SEN.

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- SEN Support – Special educational provision that meets the needs of pupils with SEN who do not have an EHC plan.
- Transition – When a pupil moves between year groups, phases, schools, settings or life stages.

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