William Edwards School

Special Educational Needs Information Report for parents/carers

September 2026

Inclusion Team

Trustee : H McClenaghan

Deputy Head & SENCo : A Wood (wooda@wes.swecet.org)

Base Leader : C Smith-Allen

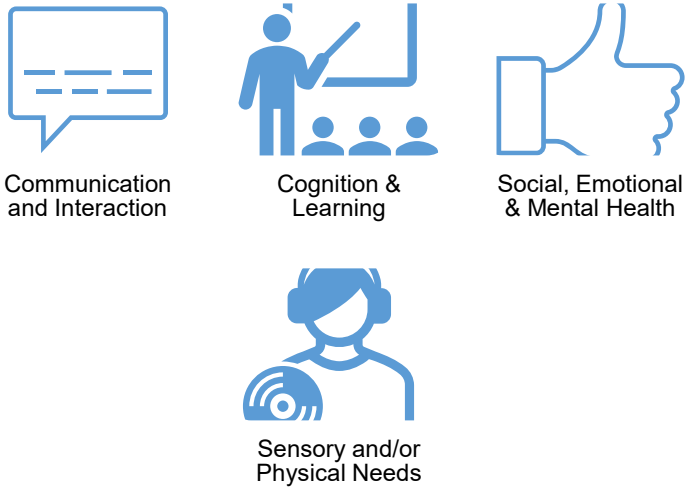
TA Team

Which children will the school provide special needs support for?

At William Edwards we provide support for any young person requiring provision that is additional to or different from that made generally for other pupils.

The provision is aimed at pupils who have greater difficulty in learning than the majority of other pupils of the same age, or who have a disability that hinders them from making use of resources generally used by other pupils.

When we assess a pupil we identify their needs as falling into one or more of these 4 categories (SEND Code of Practice 2015):



How do we know if a young person has special educational needs?

- ✓ We listen to information given to us by the primary school teachers and SENCOs
- ✓ We consider the KS2 test outcomes
- ✓ We carry out some baseline testing in reading, writing and maths during induction days in July, prior to your child starting at WES in September
- ✓ We listen to any external professionals who may be involved – for example: medical professionals, speech therapists and Educational Psychologists
- ✓ We monitor pupils' progress, and teachers can raise a 'cause for concern' if they think a young person has unmet needs
- ✓ **We listen to parents and pupils – you give us the best information about what is and isn't working!**



What should I do if I think my child has special educational needs?

Raise your concern – we will have a meeting

Raise your concern to the SENCo	We will meet & decide the best way forwards

We will then carry out the support we have agreed

We will put the plan we agree in place	We will monitor your child's progress on the plan

After 8 weeks we will review and plan next steps with you

We will review how the changes have worked	If we decide at this stage the pupil needs ongoing SEND support we will place them on the register and use the assess, plan, do, review model (graduated approach)



How do we involve parents in their children's education?

- By the end of September each year parents of pupils on the SEND register will receive a letter explaining the most up to date information about special needs provision at WES, and including a paper copy of their child's SEND Support Plan

We then involve you by:

- Speaking to you at parents' evenings, tutor evening, options evenings and in response to any concerns or queries you raise
- Carrying out review meetings by phone or face to face
- Encouraging you to speak to your child's tutor about any day to day issues
- Providing you with regular reports about your child's progress
- Providing you with SEND information on the school website, and sending out any relevant information from local or national sources
- Having an open door policy – if you need to see us, just ask!

How do we make sure pupils have a voice in their own learning and support?

- Pupils are always invited to reviews with parents/carers
- Pupils are asked for their views in regular feedback sessions so that we include their voice
- Staff build relationships with pupils so they are confident to express their needs and views to us

How do we assess and review pupil progress?

- Teaching staff provide data about pupil progress that is communicated to you via their reports.
- Teaching staff provide data that we can review regularly in order that we can assess whether the pupil is making progress and what additional support we may need to provide. Assessment and curriculum information is on the school website so you can see exactly what is expected of your child and what they will be studying and assessed on.
- Additional adults in lessons (TAs) keep daily logs which note the small steps progress and any barriers to learning a pupil is experiencing – these are used when reviewing a pupil's progress and support needs.
- We speak to you and the pupil at parents' evenings and review meetings to consider progress and needs.

How do we help pupils make those ‘big leaps’ between stages in their education?

The move from primary school to secondary school is BIG, for pupils and parents/carers! We try to make this easier by giving pupils opportunities to come into WES and experience everything before the summer so no-one spends August worrying! We encourage you to ask as many questions as you need to.

- At our open evening the September before your child starts at WES, when you are considering where to apply to, we encourage parents/carers and their children to view the school and ask questions (especially from our pupils) before making your secondary school application by the end of October. The Headteacher runs tours of the school during that first half term – come and see us at work during the day!
- We run induction evening in June for Year 6 pupils and their parents/carers – meet your tutor, ask questions, prepare for the induction days in July.
- We offer additional visits for pupils with additional needs during June to ensure that pupils who might find the transition more daunting have some extra time to familiarise themselves with the school and meet the team who will be supporting them.
- Induction days in July – pupils attend regular lessons, learning how the school operates and understanding the expectations and opportunities for Year 7.

- Other major changes to pupils’ journeys through secondary school and into adulthood are from the end of Year 9 into Year 10 (when GCSE/BTEC courses begin), and at the end of Year 11 when our pupils all move on to post 16 education providers. We support our pupils making appropriate choices which suit their interests and needs, and do ‘handovers’ to SEND staff at their destination establishments.

What approach do we take to teaching pupils with special educational needs?

The most important thing for pupils with special educational needs is that they receive QUALITY FIRST TEACHING. This means that they always receive teaching of the highest quality, based on our WES Teaching and Learning programme for staff. Our staff use ADAPTIVE TEACHING strategies to ensure they meet the needs of all learners, and pupils' bespoke support plans guide staff with any specific strategies that might be helpful, linked to individual pupil needs as well as more general advice linked to specific diagnoses and/or difficulties.

Intervention for specific learning difficulties is sometimes provided through in class hover support from additional adults, or from withdrawal to small groups which receive time limited intensive interventions. Our support is focused on both academic and social skills support.

All pupils with SEND needs follow the same curriculum as all other pupils in the school, made accessible through adaptive teaching. To meet their needs we do offer a few additional support mechanisms such as the ASDAN personal development programme and OCR humanities, as well as functional skills in maths. We also offer speech and language support where appropriate, as well as intensive reading intervention.



How do we make appropriate adaptations to learning for pupils with special educational needs?

We always aim to give all pupils equal access to opportunities in school – therefore we offer additional support for those who might need it to be able to access those opportunities.

- Additional support for option choices in Year 9
- Additional careers advice and support making post 16 applications (with a parent/carer when appropriate) for Key Stage 4 pupils
- Additional adult 'hover support' in some lessons
- Targeted resources and adaptive teaching resources
- Sparx reader, maths and science platforms help our SEND users by being routine and easily accessible – fonts and backgrounds can be easily changed as well
- Resources that support reasonable adjustments (e.g. reader pens and coloured paper)
- We have introduced a 5 minute movement break between lessons – this supports many of our SEND learners who benefit from this regular physical interlude
- Access arrangements for public exams at Key Stage 4 (these have to be formally assessed and applied for through JCQ)
- Homework support
- Social communication and emotion coaching support
- Mentoring & personalised interventions

How are our staff trained to be able to offer appropriate support for pupils with special educational needs?

Just like the pupils, we never stop learning!

Each year we plan a term by term training programme for teaching & support staff. At intervals we also ‘stop and check’ whether any new circumstances mean that we need additional training. Where this is the case we put that training in place quickly to meet the need.
Most recently our training has focused on Walk Thrus (a set of resources for strong teaching delivery). We have a TA training on the ELSA programme to support pupils with SEMH (social, emotional and mental health difficulties), and we have Thrive practitioner trained to support pupils. All teaching staff have received training from local Educational Psychologists regarding adaptive teaching, with specific focus on meeting the needs of pupils with neurodiverse presentations.

The SENCo holds the SENCO Award at Masters level, and a Masters in Education with a focus on literacy development.

The department has a subscription with NASEN and uses their training material.

How do we know if what we are providing is working?

We always evaluate our work.

We carry out case studies to review our work and ensure we are always developing our practice and seeking out new strategies and resources.

We analyse the data and look for patterns and gaps – then we do something about them!

We report to the Trust and LSAB regularly, and the Trustee with responsibility makes challenge visits regularly – we welcome and value her evaluative support.

How do we make sure our school is inclusive? How do we make sure that everyone has equal opportunity to take part in activities in school?

William Edwards has a strong belief in inclusive practice, as demonstrated in our recent Ofsted report.

Pupil with special educational needs are well represented in all areas of pupil engagement, and reasonable adjustments are made where necessary to ensure this continues:

- Pupil voice and leadership (positions of pupil leadership across the school – sports leaders, house captains, Junior Leadership Team, pupil voice groups, safeguarding ambassadors etc)
- Drama and the arts / cultural activities
- Sport and sport leadership
- Trips and visits
- Clubs and additional activities and events
- Rewards and recognition

This is because our expectation is that all pupils are able, and entitled, to participate in all aspects of school life.
Reasonable adjustments can be made where necessary.

How do we help pupils manage their emotional and social development, and what do we do to prevent bullying?

Pupils are well supported in their personal development by :

- A strong pastoral team – DSL (Designated Safeguarding Lead – A Wood), DDSL (Deputy Designated Safeguarding Lead / Pastoral Lead – K Heighway), two Pastoral Managers and the Family Support Worker and a school counsellor
- Year Teams – 5 Year Leaders and a team of tutors
- The Behaviour Team – Assistant Head L Greenwood, and a Thrive trained practitioner
- A SEND 'Base' providing academic and social support for pupils with additional needs, including the KS4 ASDAN programme in personal development
- Targeted support from external agencies, either through a CAF or alternative referral : Open Road, Open Doors, Sisters in Strength, The Goodman Project, Girls' Empowerment group, the school nursing team, CYP (Police), Olive outreach
- A very robust PSHE & RSHE programme run through timetabled enrichment lessons, as well as focus days and presentations and events led by external companies.

We run an anti-bullying week every November. We have recently launched an 'active bystander' programme to further support our strong anti-bullying stance, and we have 'safeguarding ambassadors' in place from all year groups.

How do we work with outside agencies to support pupils with special educational needs and their families?

To offer appropriate support to our pupils we access additional support, as appropriate, from:

- ❑ A speech and language therapy provider whom we commission to provide us with qualified speech therapist sessions
- ❑ Early help services via a CAF (PASS)
- ❑ Virtual School for pupils who are 'looked after'
- ❑ NELFT – we make referrals in to health where appropriate, including CAMHS, Occupational Therapy, and the ASD/ADHD assessment pathway
- ❑ We refer to MHST – the mental health team we have a partnership with who provide services for pupils on site at WES on a weekly basis
- ❑ We refer to the Educational Psychologist for advice and assessments regarding cognitive and social/emotional difficulties.
- ❑ We make referrals to external agencies who mentor / advise young people - thresholds do have to be met for most of these services
- ❑ We access support from the Visual and Hearing Impairment service for specific pupils
- ❑ We benefit from outreach programmes we commission from The Olive – these include self esteem and executive functioning skills, social and emotional regulation programmes, and VR programmes that help pupils to understand and manage risk

What should a parent / carer do who would like to make a complaint?

If there is something that is concerning you regarding special educational needs provision, in the first instance please raise this with the SENCo as quickly as you can.
Having a conversation about it should enable it to be solved immediately.

However, if following this a parent/carer wishes to make a complaint, then it should be addressed confidentially to the Headteacher via the School Office, as per the school complaints policy which is on the school website.

Where can you find the school's SEND policy?

On the school website, click on 'Key Info', then either 'Policies' or 'SEND' - you can find it under either tab.

The Local Authority 'Local Offer' information about SEND provision in the borough is available athttps://www.askthurrock.org.uk/kb5/thurrock/fis/localoffer.page