

Special educational needs and disabilities (SEND) information report

[Christopher Whitehead Language College and Sixth Form]



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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy on our website.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for students with the following needs:

Cognition and Learning	Communication and Interaction	Social Emotional and Mental Health	Sensory and/or Physical
• Specific Learning Difficulties (SPLD) such as Dyslexia and Dyscalculia • Moderate Learning Difficulties	• Speech, Language and Communication Needs • Autistic Spectrum Condition (ASC)	• Depression • ADHD • Anxiety Disorders • Mental Health Issues • Social Disorders	• Visual Impairment (VI) • Hearing Impairment (HI) • Multi-Sensory Impairment (MSI) • Physical Disability (PD)

2. Which staff will support my child, and what training have they had?

Special Educational Needs and Disabilities Coordinator or SENDCO

Lindsay Cutress.

Before moving to CWLC they worked in a number of primary and secondary settings including 6 years as a senior teacher in a specialist autism school. They are a qualified teacher.

They are working towards achieving the NPQSENDCO.

Assistant Headteacher for Inclusion and SEND

Jon Hickman.

Mainstream Autism Base Coordinator or MABCO

Dan Court

Before joining CWLC they have worked in a variety of specialist settings including SEMH and specialist autism schools.

They have achieved the National Award in Special Educational Needs Coordination.

Intervention Coordinator

Kat Mazurczak.

She is a qualified teacher and specialist tutor. They have achieved a level 7 qualification in assessing SPLD.

Learning Support Centre (LSC) Manager and Administrative Assistant

Sarah Haldane.

They have 7 years' experience working in SEND admin. Before joining CWLC they held roles in social services as well as being a qualified Paediatric Nurse.

Specialist Tutors

Kat Mazurczak and Nicola Price.

They are qualified to assess access arrangements and to identify specific learning difficulties such as dyslexia.

Class/subject Teachers

All of our teachers receive in-house SEN training, training by the Worcestershire CCN team on autism and are supported by the SENDCO and Assistant SENDCO to meet the needs of students who have SEN.

Learning Support Assistants (LSAs)

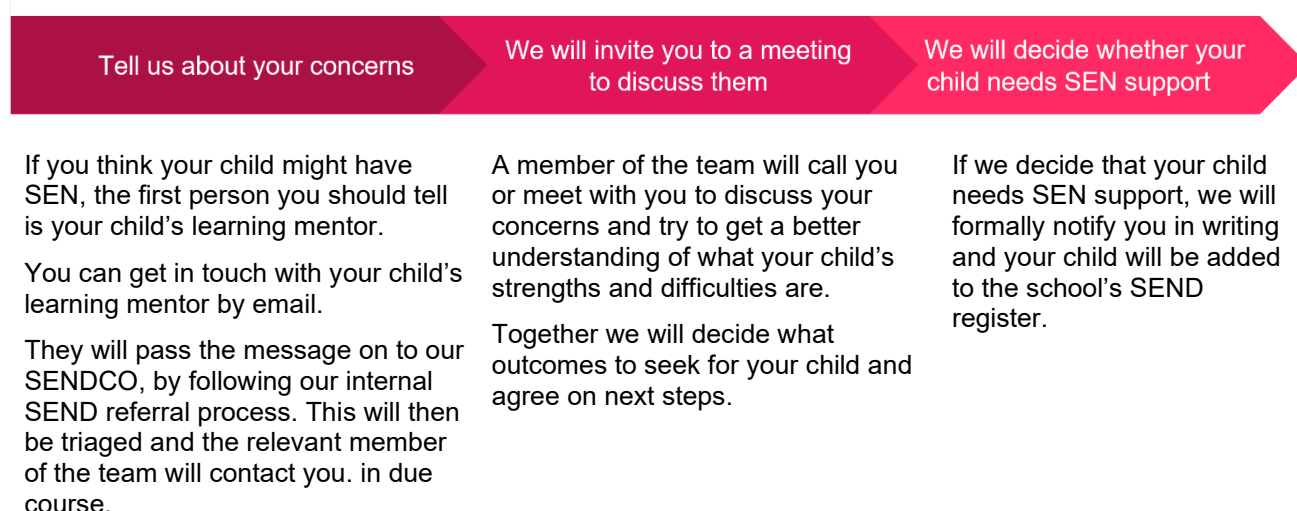
We have a team of LSAs, including 2 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision. In the last academic year, LSAs have been trained in Lexonik, Zones of Regulation and Worcestershire Autism Mentoring.

External Agencies and Experts

Sometimes we need extra help to offer our students the support that they need. Whenever necessary we will work with external support services to meet the needs of our students with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- Complex Communication Needs team (CCN)
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?



4. How will the school know if my child needs SEN support?

All students' literacy and numeracy skills are screened on entry to the school. Cognitive Ability Tests are also administered to assess underlying ability.

All our class teachers are aware of SEN and are on the lookout for any students who aren't making the expected level of progress in their schoolwork or socially. This might include reading, writing and number work.

If the teacher notices that a student is falling behind, they try to find out if the student has any gaps in their learning. If they can find a gap, they will incorporate the necessary information into the teaching of the learner or recommend they attend one of our homework support sessions. Students who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the student is still struggling to make the expected progress, the teacher will talk to the SENDCO and will complete the SEND referral.

The SENDCO will observe the student in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

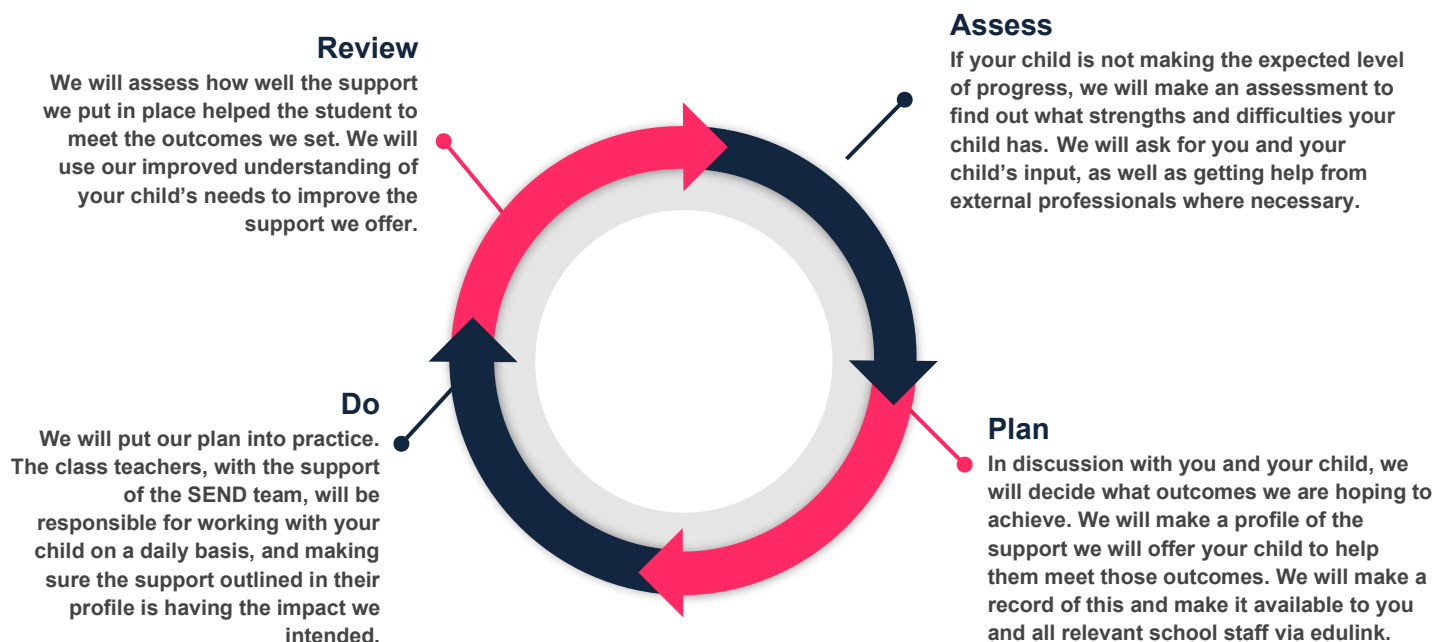
Based on all of this information, the SENDCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENDCO will work with you to create a SEN profile for them. This does not mean that your child will always be on the SEN register. If they do not receive support which is above what is ordinarily available in the classroom they will be moved to the additional needs register.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a student has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

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

We will provide termly reports on your child's progress.

Your child's subject teachers will meet you annually, to:

- Review your child's progress and any difficulties
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SEND team will invite you termly to discuss your child's progress. If it is your child's year group progress evening that term you will be able to book an appointment with the SEND team then, there will not be an additional review date for that year group that term.

We know that **you're the expert** when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed.

If you have concerns that arise between these meetings, please contact your child's learning mentor.

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

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

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

- Termly meetings with their learning mentor to set and review targets
- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the student works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all students are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support students on a 1-to-1 basis when this is outlined in their EHCP.
- Teaching assistants will support students in small groups when this is outlined in their EHCP or they are participating in small group interventions.

The interventions below are part of our contribution to Worcestershire's local offer.

Additional Needs Waves of Intervention

Wave 1	Wave 2	Wave 3
Cognition and Learning		
- Differentiated curriculum and delivery - Visual support and aids - Use of writing frames - Scaffolding - ICT – tablet / laptop - Spellzone (Year 7) - Accelerated Reader - Homework clubs	- SPLD referral - Literacy and/or numeracy intervention - Regular use of ICT - Staff mentor	- Small group teaching of literacy and numeracy - Foundation Learning in KS4 - Intervention with specialist tutors
Communication and Interaction		
- Flexible teaching arrangements - Structured school and class routines - Differentiated curriculum delivery - Increased visual aids - Visual timetables - Use of symbols/sign support	- Social thinking intervention - In class LSA support - EAL support - Staff Mentor - Time out card to access LSC - Zones of Regulation - Autism mentoring	- Speech and Language Therapy referral. - CCN (Complex Communication Needs) referral - Foundation Learning in KS4
Social Emotional and Mental Health		
- Whole school reward system - Whole school/class rules - Whole school policy for behaviour - Values and Ethics - Learning Mentor - Peer mentors - Access to Learning Support Center during social times	- Blues Programme - Zones of Regulation - Mindfulness intervention - Staff Mentor - Time out card to access LSC	- Counselling - Wellbeing Practitioner - Play Therapist - CAMHS Cast referral - Foundation Learning in KS4
Sensory and/or physical		
- Flexible teaching arrangements - Teacher awareness of S&P Impairment - Fidget toys - Movement - Use of sensory room	- Zones of Regulation - Fine motor skills intervention - Gross motor skills intervention - Movement breaks - Time out card to access LSC - Handwriting intervention	- Occupational Therapy referral - Foundation Learning in KS4 - Referral to relevant teams – HI, VI, PD

If intervention up to and including wave 3 is unsuccessful then a referral to the Educational Psychologist and/or an EHCNA will be considered.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term in progress meetings with their learning mentor
- Using data from their Progress Monitoring Reports (PMR)
- Monitoring by the SEND Team
- Reviewing their profile
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority. £6,000 clearly isn't adequate funding to cover 1:1 LSA support in lessons. The aim of the funding provided by the school is to allow students to function in a mainstream setting.

11. How will the school make sure my child is included in activities alongside students who don't have SEND?

All of our extra-curricular activities and school visits are available to all our students, including our before and after-school clubs.

All students are encouraged to go on our school trips, including our residential trips.

All students are encouraged to take part in house competitions.

No student is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How will the school support my child's mental health and emotional and social development?

We provide support for students to progress in their emotional and social development in the following ways:

- Students with SEN are encouraged to be part of the school council
- Students with SEN are invited to spend break times in the learning support centre.
- A buddy system is available to provide peer support.
- If needed, students have access to our school counsellor and wellbeing practitioner.

13. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Transitional support will be personalised for the individual student with additional needs in consultation with parents and carers.

Transition from KS2 to KS3

- Meetings with staff from primary feeder schools to identify students with additional needs
- Attendance at review meetings for year 5 and 6 students
- Extended opportunities for additional support for more vulnerable students in year 6
- Liaison with staff in preparation for transition

Transition from KS3 to KS4

- Identify students in need of support with option choices
- Provide support in the decision making process
- Modification of curriculum where appropriate

Transition from KS4 to KS5

- Identify students in need of support with destination choices
- Liaison with the school's careers coordinator, external specialist support and post 16 providers
- Provide support with transition to post 16 providers

Preparing for positive destinations

- Foundation Learning Curriculum includes opportunities for students to gain vocational skills and experience
- Work Experience opportunities

14. What support is in place for looked-after (CLA) and previously looked-after children with SEN?

Jaz Welfoot (In charge of CLA) will work with Lindsay Cutress, our SENDCO, to make sure that all teachers understand how a looked-after or previously looked-after student's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after students will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

15. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Worcestershire's local offer. Worcestershire publishes information about the local offer on their website:

<https://www.worcestershire.gov.uk/council-services/childrens-services/send-local-offer>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

<https://www.worcestershire.gov.uk/sendiass>

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

16. Glossary

- **Access arrangements** – special arrangements to allow students with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a student's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a student with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a student's needs

- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the student's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the student
- **Intervention** – a short-term, targeted approach to teaching a student with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for students with SEN in the local area
- **Outcome** – target for improvement for students with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCO** – the special educational needs and disabilities co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports students with SEN
- **SEN support** – special educational provision which meets the needs of students with SEN
- **Transition** – when a student moves between years, phases, schools or institutions or life stages