Watling Academy SEND 'School Offer' as part of the Milton Keynes Local offer 2026-2027

1. How does the school know if students need extra help and what should I do if I think my child may have special educational needs?	A student may be identified as having a Special Educational Need or Disability (SEND) at any stage during his/her education. This may be a long-term difficulty requiring continuing support or a short-term difficulty requiring a specific intervention. **Information about your child's special educational needs comes from a number of sources:** • Primary School during Year 7 Transfer • Data from Key Stage 2 SATs • Star Reader tests as part of the Accelerated Reader programme • Classroom observations • Monitoring student progress • Teaching Assistant feedback • Parental concern or referral • Student self-referral • Information from Heads of Year, Pastoral Assistants, subject teachers and form tutors • External agency reports
2. What should a parent/carer do if they think their child may have special educational needs or a disability?	If you think that your child may have special educational needs that have not been previously identified, then you should contact the school and ask to make an appointment with the Special Educational Needs Coordinator. You could also contact your son/daughter's form tutor or Head of Year. **If you have any concerns about your child's special educational needs, please contact the SEND team:** **Miss Okutu (SENDCo) – send@watling.academy** **01908 794094**
3. How will the school support a child who has been identified as having	School staff will support individuals at a level appropriate to their needs through effective differentiation in the classroom and wider support within school.

special education needs or a disability?	• The SEND department aims to ensure the fullest possible access to the curriculum for students on the Additional Needs Register. • Academic Profiles are produced for students requiring targeted intervention or additional class support. These profiles are shared with school staff via Class Charts to highlight areas of strength and development, and individual targets for each student. • The school uses Provision Map to track and monitor the interventions and provisions in place for specific students. • Progress reports are issued three times in the Academic Year. • In addition to this, students who have Academic Profiles have their targets and progress monitored to ensure that the school has complete information on the whole learning experience. • End of Year Exam information is reported home to parents.
4. How will the school's curriculum be matched to the needs of SEND students requiring additional support?	The Student Support team aims to ensure the fullest possible access to the curriculum for students with SEND. We believe that all students are entitled to a balanced and broad curriculum that allows them to develop the skills needed to be life-long learners. This support includes: • Quality First Teaching. • Adaptive teaching and learning activities and resources. • Access to additional adult support at breaks and lunchtimes. • Opportunities for support with homework after school. • Intervention targeting specific needs and the development of specific skills. • Literacy and Numeracy training provided to staff for curriculum planning to better meet the needs those requiring additional support.

	• Heads of Department in each subject area consider the needs of all students with SEND within their curriculum planning, ensuring that it is planned and sequenced to support the development of knowledge and skills for all students. This includes considering adjustments and adaptations required within the curriculum for different areas of need e.g. physical needs, social communication difficulties.
5. How will the school and the parent/carer know how a student is doing and how the parent/carer can support their child's learning.	Parents/carers are informed about their child's progress in a number of ways. • Parents will receive regular formal reports and progress information from subject staff. • Subject Consultation Evenings which provide an opportunity to meet with subject staff and discuss progress. • Students with Academic Profiles have clear targets that are set and updated through meetings with the SENDCo or SEND staff. These meetings take place at regular intervals across the year to monitor progress towards specific outcomes and targets. • Students with an Education, Health and Care Plan will have an Annual Review Meeting with parents or carers, and relevant outside agencies will be invited to attend. The student will also be invited to attend where appropriate. • Where there are concerns regarding a student, form tutors, Pastoral Assistants or Heads of Year will also contact parents/carers to discuss. • Parents/carers can contact members of the SEND team, including the SENDCo and Teaching Assistants to discuss progress throughout the year. • Achievements of students are recognised through the Academy rewards systems, with all students earning house points towards earning their bronze, silver or gold badge which they wear on their blazer.

6. What support is offered from the school to ensure the well-being of students who require extra help or SEND?	Pastoral support is provided to students through their form tutor, Pastoral Assistant and Head of Year. In addition, students with SEND may be included in social skills programmes and offered break and lunchtime support. Other interventions include: • Reading groups • Numeracy groups • Emotional regulation support • Social skills groups • Clubs • Rewards • Behaviour and Pastoral Plans • Liaison with outside Agencies • Homework support • Support from the Academy's Well-being mentor • Support from members of CARE team, including School Counsellor • Timetabled access to Reset provision • Timetabled access to Learning Hub provision
7. What specialist services and expertise are available at or accessed by the school?	Students with SEND are supported within school in a number of ways. • Through mentoring and sessions with the SENDCo, HLTAs and Teaching Assistants. • The SEND team work closely with the Academy's Well-being Lead and School Counsellor to support students with Social Emotional and Mental Health needs. • The SEND team also works closer with the Academy's EAL Co-ordinator to support those students with SEND who also have English as an Additional Language. • The Teaching Assistants have had experience and training in working with children with general learning difficulties, Dyslexia, Autism, Sensory Impairments, and Social, Emotional and Mental Health needs.

	A number of outside services are also accessed, these include: • Specialist Teachers • Educational Psychology Service • School Nursing team • Speech and Language Service • Virtual Schools • Child and Adolescent Mental Health Service • Bereavement counselling • Independent Counselling • SENDIAS
8. What training are the staff having or going to have to support students with SEND?	All teachers are trained in accordance with the Teacher Standards (2012). There is an ongoing programme of whole school training in teaching and supporting students including: • Adaptive teaching • Specific Learning Difficulties • General Learning difficulties • Autism • Hearing Impairment • Visual Impairment • Sensory Support, including support for physical disabilities. • Disability Awareness • First Aid

	We have a rolling programme of learning walks taken by the SENDCo and Senior Leadership Team to highlight good practice and areas of provision that can be improved. Bespoke training is offered to school staff for specific areas of need. **In addition there is also regular training in:** First Aid, Teaching & Learning, Looked After Children, Managing Challenging Behaviour, Child Protection, English as an Additional Language.
9. How will students be included in activities outside the classroom including school trips?	Students with additional needs are supported and encouraged to be fully involved in all areas of school life. All clubs and trips are open to them, and individual arrangements are planned where necessary to ensure that they can participate. • For students with additional needs, individual issues will have been discussed with the parents, Head of Year and SEND team as appropriate to facilitate access. • There are a number of school trips that a run throughout the year for each year group.
10. How accessible is the school?	The school is an accessible school as follows: • The school is on three floors with lift access to the first and second floor. The outside teaching block is on two floors with lift access to the first floor. • Entrances to the school are flat. • Evac chairs for the safe evacuation of students from the first and second floor. Students who require support an individualised Personal Emergency Evacuation Plan (PEEP) which outlines how they will be supported in case of an emergency evacuation.

	• Disabled toilets facilities are available in all buildings, including hoists in two bathrooms within the main school building. • Accessible changing and showering facilities are available in our sports hall.
11. How will the school prepare and support SEND students or those requiring extra help to join the school and transfer to a new setting at the next stage of their education and life?	We gather a lot of information about SEND students in order to make the best possible preparation for joining Watling Academy. This includes: • Close liaison with feeder schools during the Summer Term • Primary school records • Additional transition visits with staff from the Primary School in the Summer Term • Induction Day in July • Opportunities for Year 6 students with SEND to make additional visits • Reports from agencies that are already supporting your child • Contact with parents/carers • When possible and appropriate a named Teaching Assistant will begin working with a student in their Primary school in the Summer term prior to transition in September • Targeted support is given to students in Year 10 and 11 regarding post-16 options, including appointments with the Academy's careers advisor and visits to local post-16 providers • All students access a robust programme of Careers education from Year 7 which supports them in thinking about their next steps, post-16 and post-18
12. How are the school's resources allocated and matched to a student's SEND?	The SEND budget is allocated each financial year to Watling Academy to support the additional needs of students. The money is used to provide additional resources or support to students, dependent on their need.

	Support for students in each academic year will be decided upon after discussions with relevant parties where required. This includes: • SEND students • Parents • SENDCo and SEND Support team • Head of Year and extended Pastoral Team • Specialist teachers Specialist support may be sought from external agencies if required.
13. How is the decision made about what type and how much support a student with SEND will receive?	The decision-making process is informed by the data, which may include information received from the previous setting. This, alongside current assessments and observations, will be discussed with parents and the student if appropriate. • As a result of discussions, an Academic Profile may be written to inform staff of the child's needs. • The profile will have targets specific for your child which are central to the ensuing review. Future provision is decided on how far these targets are being met. • The needs of each student with SEND are very carefully reviewed and considered for the coming year. • In this way, we endeavour to address the needs of each individual with a specific programme of support and teaching.
14. Who can the parent/carer contact for further information?	At Watling Academy, we believe that the form tutor plays an integral part of in a students' life, and is the first point of contact in most circumstances. If parents and carers require additional information, there are additional points of contacts that parents/carers can use:

	• Subject teachers • Head of Year/Assistant Head of Year • Pastoral Assistants • SENDCo • SLT – Care, Education and Opportunity
15. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?	You can find the Local Offer from Milton Keynes Council following this link. Milton Keynes Local SEND Offer