SEND Information Report

September 2026

Introduction

At Watling Academy, we believe that all students are entitled to a broad, balanced and differentiated curriculum. We are committed to a policy of inclusion; where students are valued equally regardless of ability and encouraged to achieve their full potential. The achievements, attitudes and well-being of all students are important to us as and practical steps are taken to account for students' varied life experiences and needs.

Watling Academy complies with 'The Special Educational Needs and Disability Act 2014' which sets out the legislation for the identification and provision for children/young people with Special Educational Needs and/or Disabilities (SEND). As set out in the 2014 Act, Watling Academy has regard to the SEND Code of Practice, 2014 when deciding how to support students with Special Educational Needs and/or Disabilities.

What types of SEND does Watling Academy make provision for?

The SEND Code of Practice (2014) explains that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. This could be because they have greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others.

The four main broad areas of SEND are as detailed below:

- Communication and Interaction (C&I);
- Cognition and Learning (C&L);
- Social, Emotional and Mental Health Difficulties (SEMH);
- Sensory and /or Physical Needs (PD).

The following table indicates the numbers of students who were identified as having SEND by Year Group and what **primary category** their need fell into in during the 2025/2026 Academic year.

	Education, Health and Care Plan (E)	SEND Support (K)	Monitoring (M)	Cognition and Learning *inc. SpLD*	Communication and Interaction *inc. ASD*	Social, Emotional and Mental Health	Sensory and/or Physical
Year 7 (360 students)	7	33	4	16	14	8	2
Year 8 (300 students)	11	48	7	21	28	11	6
Year 9 (360 students)	7	43	5	25	27	3	1

Year 10 (360 students)	9	37	9	17	25	11	1
Year 11 (300 students)	10	25	7	18	15	6	2
Year 12 (81 students)	0	3	5	1	1	0	1

Please note that pupils may also have secondary needs which are not represented in this data.

How does Watling Academy identify students with SEND?

At Watling Academy, the identification of special educational needs is a thorough process, involving the views of teachers, parents, carers, SEND team and in some cases, as appropriate, external specialists. This ensures that all areas are considered in order to determine if the student has special educational needs or whether the impact on progress and attainment is as a result of other factors.

Information about your child's Special Educational Needs comes from a number of sources:

- Primary School as part of our Year 7 Transfer process.
- Other schools and settings as part of our post-16 Transfer process.
- Previous settings/schools as part of in-year transfers.
- Information from other schools for students joining in-year.
- Data from Key Stage 2 SATs.
- Star Reader Tests as part of the Accelerated Reader programme
- Observations.
- Monitoring student progress across the curriculum against grade descriptors.
- Teaching Assistant feedback.
- Parental concerns and referrals.
- Student self-referrals.
- Information from Heads of Year and pastoral team.
- Information from subject teachers.
- Reports from external agencies.

If you think that your child may have Special Educational Needs that have not been previously identified, you should contact the school and ask to make an appointment a member of the Special Educational Needs and Disabilities (SEND) department. You could also contact your son/daughter's form tutor, Head of Year or Pastoral Assistant.

How does Watling Academy use a Graduated Response to SEND?

Watling Academy adopts the levels of intervention as described in the SEND Code of Practice, (2014). The Code of Practice advocates a graduated response to meeting students' needs.

Within our Academy, every teacher is a teacher of every child, including those with SEND. We believe it is essential to create an inclusive environment for all students within the educational setting. All teachers are therefore responsible for the progress and development of students in their class. Their role will involve identifying, assessing, and making provision for students with SEND, and liaising with the SEND team as and when appropriate to the needs of the student. Subject intervention, where required, is made by the teacher and supported by the Head of Department through the 'Assess, Plan, Do and Review' system used at Watling Academy.

Special Educational Needs and Disabilities descriptors used in our Additional Needs Register are:

- Monitoring (M) - This is a monitoring group, characterised by interventions that are different from, or additional to, the normal adapted curriculum. At this stage students may receive short term additional support, and progress is monitored by the SEND team and class teachers. Students may be monitored due to concerns from teachers, supplemented by evidence that despite receiving differentiated teaching a student makes little or no progress over a sustained period or demonstrates difficulty in developing skills in key areas. This also applies to students who qualify for Access Arrangements in examinations who are not identified as SEN Support.

- SEND Support (K) – Students with significant and persistent needs, which may require longer term additional support from teachers, SEND staff and other specialist staff will be placed on our Additional Needs register at this level. Placement of a student at this level will be made by the SEND team following full consultation with parents/carers or automatically during phase transfer where appropriate. Where involved, external support services may advise on outcomes for students and provide specialist inputs to the support process where appropriate. All students at 'SEND Support' will have an 'Academic Profile' identifying strategies and targets.

- An Education, Health and Care Plan (EHC) is provided where, after a Statutory Assessment, the Local Authority considers that the student requires provision beyond what the Academy can offer without additional support. Prior to applying for a Statutory Assessment for an EHC Plan, contact is made with the Milton Keynes Council SEND Support team for advice and to ensure appropriate steps have been taken. We recognise as an Academy that a request for a Statutory Assessment does not inevitably lead to an EHC. Further information regarding application for Statutory Assessment can be found in our SEND policy.

As part of the graduated approach, we adopted an "asses, plan, do, review" cycle:

- Assess - identifying needs including strengths and areas of difficulty
- Plan - through meetings with parents/carers to make informed decisions on specific outcomes and provision required
- Do – putting support in place, either in or out of the classroom
- Review – monitoring and reviewing the effectiveness of the provision that has been in place

The provision in place to support students is reviewed throughout the year. This is done through Provision Map as part of our Assess-Plan-Do-Review process. As part of the review process, students will be encouraged to share their views on the support in place and their individual progress.

How does Watling Academy involve parents and carers in decisions made about their child's education?

We involve parents/carers in school-based support for their child and we aim to ensure that they understand the purpose of any intervention or programme of action.

Parents/carers are informed about their child's progress in a number of ways:

- Parents/carers will receive regular progress reports and information from subject staff.
- Parents/carers may also receive updates on progress from allocated teaching assistants.
- Subject Consultation evenings which provide an opportunity to meet with subject staff and discuss progress.
- Academic Mentoring afternoons twice per year which provide an opportunity to meet with form tutors, as well as members of the SEND team.
- Students with an Academic Profile have clear targets that are regularly reviewed with key workers and may also be updated through meetings with the SENDCo, Deputy SENDCo or SEND Support team.
- Students with an Education, Health and Care Plan (EHC) will have an Annual Review meeting with parents or carers and relevant outside agencies will be invited to attend.
- Where there are concerns regarding a student, Heads of Year and Form Tutors will also contact parents/carers.

How does Watling Academy adapt its teaching and curriculum for those with SEND?

All students at Watling Academy access good Quality First Teaching as the first step in supporting students with SEND. This includes ensuring staff consider the needs of their students during the planning process, in the form of adaptations, opportunities for targeted questioning, consideration of seating plans, homework and other in-class interventions. Where appropriate, some students with SEND access additional adult support within the classroom through a teaching assistant.

Staff at Watling Academy support individuals at a level appropriate to their needs through effective adaptive teaching in the classroom. The SEND Department aims to ensure the fullest possible access to the curriculum for all students. Student groupings are considered alongside the SENDCo and Pastoral teams to ensure they are placed in the most appropriate group for their ability and needs. There is ability setting in some subjects.

Heads of Department work alongside Second in Departments, Heads of Subject areas and classroom teachers to ensure they have designed, planned and sequenced an ambitious and inclusive curriculum that is accessible for all students, including those with SEND.

All subjects begin in Year 7 with a project-based transition topic, which supports all students with developing skills that should have been covered during Key Stage 2. This allows teaching staff to also identify gaps in learning and plan for opportunities to cover this in their individual curricula.

For many subjects at Watling Academy, elements of their curriculum follow the framework outlined in the National Curriculum for Key Stage 3. Within each subject, there are then core strands which are developed across Years 7, 8 and 9, and throughout Key Stage 4 and 5. This supports all students, including those with SEND, in developing core knowledge and skills across Key Stage 3 and 4, in preparation for their GCSEs at the end of Year 11 and for post-16 study.

Heads of Department have high expectations of all students, including those with SEND, and have designed curricula which allow all students to make progress towards the same knowledge end points. All subjects recognise that each student may need to take a different 'route' to this knowledge end point, and this takes the form of the individual, adaptive teaching and learning strategies being deployed within the classroom.

Within individual subjects, Heads of Department and classroom teachers have developed useful resources and strategies to support the teaching of those who may be working below age related expectations. The structure of lessons at Watling Academy incorporates planned opportunities for recall of knowledge and independent learning, particularly through starters and plenaries. All teachers include information about how students are learning as part of their lessons, and success criteria are shared to support students in knowing how they can be successful in that subject. This supports all students in being aware of both what and how they are learning.

For students with physical and/or sensory needs, individual adaptations and provision are given to best support the student, as guided by external professionals in some instances. This includes access to coloured paper/overlays, use of assistive technology, access to specialist equipment such as chairs or sports equipment.

What additional support is available for students with SEND?

Pastoral support is provided to students through their form tutors, Heads of Year, Pastoral Assistants, and the Wellbeing Mentor. All students engage in a bespoke Wellbeing curriculum, intended to cover statutory PSHE content as well as information about how to support their own emotional wellbeing. In addition, students with SEND may be included in targeted social skills and emotional literacy programmes.

Other interventions have included:

- Literacy intervention groups
- Numeracy intervention groups
- Targeted intervention groups for key skills, such as emotional regulation or touch typing
- Personalised interventions for individual students
- Mentoring from Wellbeing Lead
- Mentoring from Pastoral Assistants
- Form tutor mentoring
- Support at breaktime and lunchtime, including access to Student Support
- Liaison with outside agencies
- Homework support
- Clubs
- Pastoral intervention
- School Counsellor

Referrals are made to external agencies where appropriate, including CAMHs, Service Six, Occupational Therapy and the Specialist Teaching Team.

All students who are at SEND Support (K) or have an Education, Health and Care Plan (EHC) have an 'Academic Profile' which has detailed information about areas of need, specific strategies to use and outcomes for each student. This is shared with all staff within the academy and regularly reviewed and updated in line with the Academy's review cycles.

Resources have been allocated based on students' individual needs following discussions with relevant parties where required. Some students have received one to one or group support of a Teaching Assistant in some or all lessons. Small group interventions have been ongoing across the academic year focused on additional support with literacy and numeracy. A small selection of students access support during social time from key staff members. Small group support runs up to 2 hours per week and is designed to accelerate progress in specific areas with a particular focus on literacy and numeracy.

Number of students involved in selected interventions and support September 2025-July 2026

Intervention	Number of students 2025/26
Non-JCQ Exam Concessions (Year 7-9)	80
JCQ Exam concessions (Year 10-12)	110
Word processor users in lesson	25
Reading Group Intervention	40
Numeracy Intervention	10
Exam skills intervention (Year 10 -11)	5
Touch typing intervention	5
School Counsellor involvement	30
Students using coloured paper/overlays	25
Social skills Intervention	30
Students accessing social time support	50
Handwriting intervention	10
Attended supported transition sessions (Year 6)	54
Support from English as an Additional Language (EAL) co-ordinator	15

How does Watling Academy enable students with SEND to engage in activities alongside their peers?

Watling Academy offers a wide range of extra-curricular activities and education visits across the academic year. Every effort is taken to ensure that all those who wish to take part in extra-curricular activities and visits are not excluded by any additional need. In individual cases, the SENDCo and other members of the SEND department may work with parents and carers to ensure support as appropriate to facilitate their access to these opportunities.

The Academy building is accessible as follows:

- The Academy 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 Academy are flat
- Evac chairs for the safe evacuation of students from the first and second floor
- Disabled toilet facilities are available
- Hoists are located in two toilets in the main school building

Adaptions to learning resources, including the use of appropriate technology, may be required for students. Decisions regarding personalisation and differentiation of resources are made in response to individual needs. This may include use of coloured paper, enlarging text, use of audio adaptations and hearing loop technology.

What support is available for students as they transition between settings?

We gather a lot of information about students with SEND in order to fully prepare for joining Watling Academy. This includes:

- Close liaison with primary schools during the Spring and Summer terms
- Primary school records
- Additional transition visits from primary schools in the Summer term
- Induction days in July
- Additional supported transition days for identified students
- Reports from external agencies that are already supporting students
- Contact with parents/carers
- Where possible and appropriate, a Teaching Assistant may begin working with a student in their primary school in the Summer term prior to the transition in September.

Students with SEND see the careers officer at regular intervals to support planning and preparation for adulthood, including post-16 and post-18 options. We have a wide and varied careers education offer for all students in Key Stage 3, 4 and 5 to support their preparation for the next steps of education. This support includes help with college applications where needed.

For those students who move to a new setting for post-16 study, we liaise closely with further education providers to ensure a robust transition and transfer of information regarding individual students and their needs.

How is progress of students with SEND measured?

At Watling Academy, we recognise that progress can be seen in many ways, particularly for students with SEND. We work to support the 'whole student' and often the most significant progress for our students relates to their overall wellbeing, social skills, independence and confidence.

Progress reports are issued three times in the Academic Year detailing current learning grades, as well current homework, engagement and behaviour levels in all subjects. For students in Key Stage 4 and 5, End of Year assessments take place in the Summer term to prepare students for terminal assessments and the results of these assessments are also sent home to parents/carers. All students identified as SEND Support or with an Education, Health and Care Plan will have individualised outcomes that they are working towards across the academic year, and they will also have these reviewed with their allocated key worker and/or SENDCo and Deputy SENDCo. Assessment information feeds into reviews regarding student progress.

For students with an Education, Health and Care Plan (EHC) an Annual Review will be held with the SENDCo and all relevant professionals will be invited to attend.

Watling Academy uses Provision Map to record, review and evaluate the effectiveness of the provisions offered to students across the academic year. We have aspiration for all our students to have access to a full GCSE curriculum and have made provision for all students to have access to the EBACC and options such as Triple Science, as well as those subjects which are more vocational and have a non-examination assessment aspect to the course, such as Sports Studies.

Student progress is tracked across 5 years using an assessment system that considers the knowledge that students have. It is similar to the GCSE assessment system. All students have milestone targets across Years 7-11, and at three points in an academic year progress towards these milestone targets is measured. Students are graded using subgrades, to highlight how securely they are achieving within a particular grade boundary (e.g 2a,2b,2c).

All of our students with SEND in our 2025-2026 Year 11 cohort have gone on to further study, either at Watling Academy's sixth form, Milton Keynes College or another Further Education provider.

What training is available for staff about supporting students with SEND?

All teachers are trained in accordance with the Teacher Standards (2012) and there is an ongoing programme of whole school training in teaching and supporting students with SEND which includes:

- Specific Learning Difficulties
- General learning difficulties
- Autistic Spectrum Condition
- Hearing Impairment
- Supporting Physical Disabilities
- Visual Impairment
- Sensory Support
- English as an Additional Language (EAL)
- Trauma-informed practice and adverse childhood experiences (ACEs)
- Literacy and reading difficulties
- Physical disabilities

There is also regular training in:
First Aid, Teaching and Learning, Looked After Children, Managing Behaviour, Child Protection.

What support is available for students in examinations?

Access arrangements must reflect usual classroom practice. Parents are informed if their child has been allocated access arrangements. We recognise that all access arrangements put in place for students in Years 7-9 are not recognised by JCQ, and formal testing to meet the criteria outlined by JCQ must take place in Year 10 to ensure this is allowed for GCSE examinations.

We follow the guidance of JCQ and ensure that all those who quality under the JCQ criteria and would benefit from access arrangements have these in place from Year 10.

Which staff will support my child?

SENDCo – Miss Addobea Okutu (NPQSEND)
Inclusion Lead – Mrs Natalie Bennett (NASENCO)
SEND and Vulnerable Student Administrator – Ms Allison Neal
SEND@watling.academy
01908 794094

We have a team of Teaching Assistants who are trained to deliver a range of interventions, as well as supporting students within lessons.

Related Policies
This document should be read alongside the Academy's Special Educational Needs Policy and the SEND Local Offer.

Other related school policies and information can be accessed on our website include, but are not limited to:

- Admissions information
- Anti-bullying Policy
- Attendance Policy
- Behaviour Policy
- Child Protection Policy
- Trust Privacy Notice
- Equality and Diversity School Policy
- Curriculum information

The Watling Academy website can be accessed at: https://watlingacademy.net

Milton Keynes Council Local Offer
You can find the Local Offer from Milton Keynes Council following this link:
https://www.mksendlocaloffer.co.uk/

Dealing with Complaints
Parents are encouraged to discuss any problems with their child's subject teacher or form tutor initially. Most problems can be resolved in this way. If this is not the case, parents may raise their concern with their Head of Year, Assistant Head of Year or SENDCo as appropriate. However, if this is not successful and a parent wishes to make a formal complaint, they should refer to the Alliance Schools Trust Complaint Procedure which is available through both the School and Trust websites.

Document to be reviewed by October 2027.