

Wymondham College

SEND Information Report September 2025

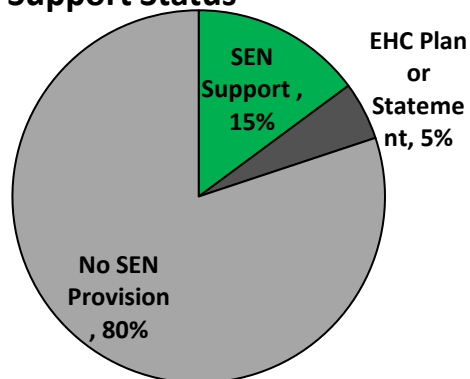
1 Variety of Special Educational Needs that are provided for at Wymondham College

The SEND Department provides support for pupils across the 4 areas of need as laid out in the SEN Code of Practice 2014 (last updated May 2015):

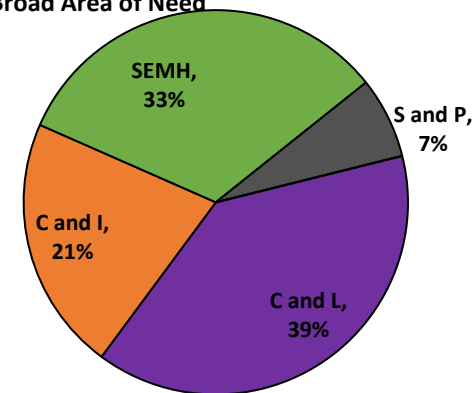
- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The school currently has 20% of main school students identified with SEND, including 5% of students with an EHCP.

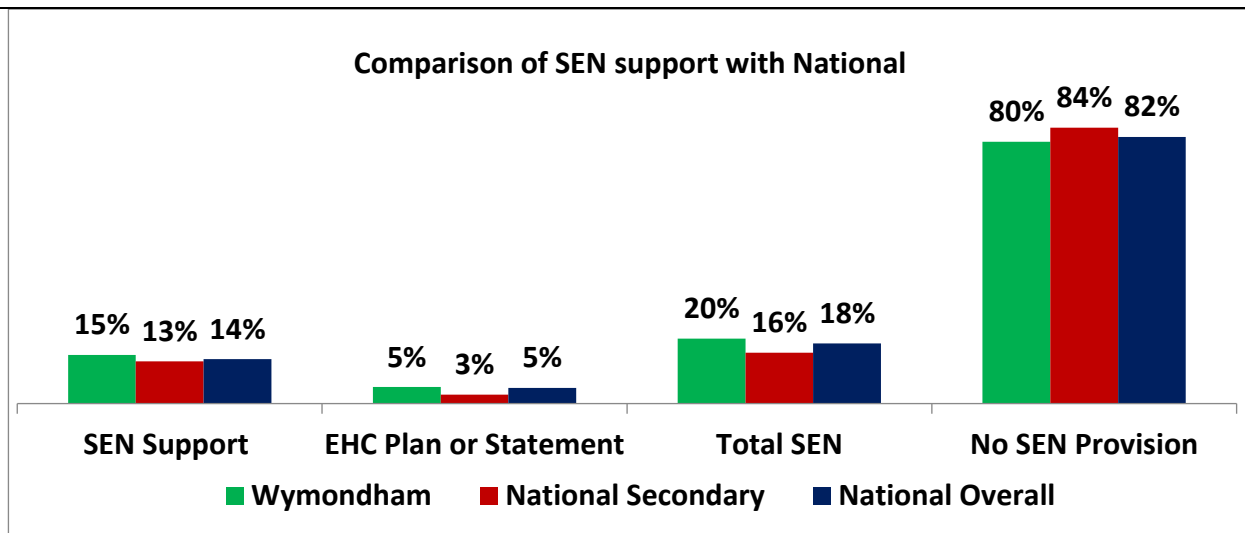
SEN Support Status



SEN Broad Area of Need



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2 Information about the school's policies for identification and assessment of pupils with SEND

Pupils are identified as having SEND with their needs assessed through:

- Information passed on previous schools or other professionals including from health and social care
- KS2 data results, baseline assessments and results including Cognitive Ability Test (CAT 4) and curriculum progress data
- Individual assessment through the use of standardised score assessments including British Picture Vocabulary Scale, CTOPP2, TOMAL-2, WIAT III, WRIT as implemented through an Educational Psychologist (EP) or Specialist Learning Support Teacher (SLST)
- STAR Reading age assessment to identify difficulties in reading at KS3 – bottom 20% of readers targeted with intervention and progress tracked. Information used to inform Exams Access Arrangements at KS4.
- Secondary Language Link screener to identify language difficulties
- Feedback from teaching staff and observations
- Referrals from parents
- Pupil self-referrals
- Intervention baselines (SDQs used for SEMH/C&I Interventions, for example)
- SEND interventions not showing impact may also lead to further identification of need

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	• Specialist agency input via CEPP (EP, Speech and Language Therapist (SaLT), Specialist SpLD Teacher), Paediatrician referral/NDS, CAMHS, Access Through Technology (ATT), Virtual School for Sensory Support (VSSS), Norfolk County Team Around the School meetings, Norfolk County SEND and Inclusion consultation • Team Around the Child discussions with House staff/Safeguarding/Medical Centre/Well Being • Expected progress not being made in curriculum as identified through data drops (REAP process). • Feedback from teaching staff and observations • SEND interventions not showing impact may also lead to further identification of need
3c The school's approach to teaching pupils with SEND	At Wymondham College our SEND strategy is "Every teacher is a teacher of SEND; Every leader is a leader of SEND". All members of our teaching community are responsible for meeting the needs of students with SEND. This is a collaborative approach involving curriculum departments, pastoral and House staff teams. Provision for SEND pupils includes: • High Quality, Adaptive Teaching, with appropriate and effective "scaffolding to support" in place • Using and adapting the Wymondham College Teaching and Learning Model to ensure every student is "Thinking, Making Meaning and Practising" in every lesson • Additional adult support in classrooms where appropriate to form Teaching Teams with Learning Support Assistants • Personalised provision through time limited programmes including Talkabout, ELSA, Literacy Gold, WordWasp, Rapid Reading, Reading Buddies, Speed up – Handwriting intervention, Sensory Circuits, Typing intervention, Social Skills Group, Lego Therapy, Mentor sessions with Learning Lead, Tutor-time support, supported lunch times, Prep club. • Personalised intervention programmes led by trained Support Staff • Dual Centre provision utilising Alternative Provision from County Unregulated Provision Directory as a short term provision in exceptional circumstances • The sourcing of additional specialist support via external agencies e.g. CEPP, Open Arms Support Services, Dyslexia Outreach Service, Ormiston Families – Smiles • RESET Programme designed to support regulation and enhance engagement with learning • In-school, Enhanced SEND Provision with SEND teacher for identified pupils in KS3 with specific entry and exit protocols • Bespoke SEND Curriculum Pathways for identified students from Y9 onwards that include access to Functional Skills qualifications.

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3a Evaluating the effectiveness of the provision made for pupils with SEND	• Impact tracking is completed at least termly and adaptations to provision made in light of the findings. • Impact tracking is completed at least termly and adaptations to provision made in light of the findings. • SEND Parent Voice Survey bi-annually • SEND Pupil Voice Survey bi-annually • Progress and evaluation are reported to Sapientia Education Trust's Board of Trustees and the Director of Inclusive Learning • Progress and evaluation of SEND is reported to the Education Committee via the Headteacher's report termly • Specialist External Support is provided via the Trust Education Team. • SEND is a priority for all Quality Assurance undertaken by the Trust Education Team. • The Whole School SEND Review Guide is used as a key effectiveness review tool to evaluate the impact of SEND provision. • SEND information Report posted on website • Close collaboration within school-based Team Around the Child (TAC) system
3b Arrangements for assessing and reviewing pupil progress towards outcomes, including opportunities available to work with parents and pupils as part of this assessment and review	We use the Graduated Approach. This means that we follow a process of Assess, Plan, Do and Review. - Assess: when a learner is identified as having SEND, we establish a baseline. This could include data from assessments and observations as well as discussions with parents/carers, key staff, and the pupil. - Plan: together we plan about what actions need to be taken and what support needs to be put in place. A date is set for review. - Do: the plan is put in place as agreed. - Review: the impact of the provision on the pupil is evaluated. The next steps are established. The cycle may begin again. These arrangements include: • Data tracking for pupil progress including use of STAR reading assessments, SDQs, Typing speed assessment • Pupil progress meetings between class teacher, SLT and SENDCO • Support plan and EHC Plan reviews • Individual, personalised Support Plans for all learners with SEND (Student Profiles) • Observations and follow-up • Parent/Carer's meetings • Pupil Voice

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3d How adaptations are made to the curriculum and the learning environment of pupils with SEND	The curriculum/learning opportunities may be adapted by: • Application of EEF High Quality Teaching Strategies including: scaffolding, modelling, flexible grouping, explicit instruction, meta-cognitive strategies • Appropriate choices of texts and topics to suit the learner • Access arrangements for tests and other examinations as directed by JCQ guidelines • Additional adult support in the classroom • Use of technology including reader pens, personalised laptops • Allocation and adaptation of room use Further Examples are: • Clear and consistent classroom routines; • Visual aids, checklists, timers and manipulatives; • Graphic organisers, mind maps, spider diagrams; • Writing frames, sentence starters; • Reading text/instructions aloud; • Pre-teaching vocabulary; and • Breaking up longer texts and tasks into manageable chunks. Additional, targeted support will be provided in the classroom, based on individual learner' needs. This could take the form of: • Specific seating arrangements to accommodate learner needs; • Use of visual timetables; • Use of larger font size; • Specific equipment, e.g. wobble cushion, writing slope; • Assistive technology e.g. reader pens, voice to text software; • Rest breaks/movement breaks; • Support from a teaching assistant as a scaffolder / prompt / scribe / note-taker; • 1:1/small group support in line with EHCP/Risk Management Strategy; • Extra time to complete tasks; • Reasonable adjustments to rewards and sanctions issued in the context of the learner's special educational needs including access to RESET programme Offered interventions, could include: • Small group precision teaching; • Meet and greet at the start of the day and/or decompression at the end of the day;
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	● Provision of specific support programmes e.g. Literacy Gold, Zones of Regulation, ELSA, Talkabout, Social Stories, Sensory Circuits; and Speed-up Handwriting intervention. ● Alternative Provision where this is appropriate. The School's Accessibility Plan stipulates the increasing extent to which pupils with disabilities participate in the school's curriculum, how the school is improving its physical environment to increase access for students with disabilities and improving the delivery to pupils with disabilities of information which is readily accessible to students without disabilities.
3g Support that is available for improving the social, emotional and mental health needs of pupils with SEND	Pupils are well supported by: • Whole school Norfolk STEPS Approach for all trust schools which promotes positive behaviour through a therapeutic approach for all learners. • An anti-bullying policy that is supported by Pastoral and Behaviour Managers • ELSA, Lego Therapy, Drawing and Talking, Emotion Coaching - provided within Learning Support • Access by referral to our Whole School Well Being service who provide a range of counselling and therapeutic interventions and assessment/support from Mental Health Nurse. This includes Art Therapy, The Human Toolkit and Pets as Therapy. • Targeted support for individual pupils including ELSA and Social Stories where appropriate • Student Council & LGBTQ+ Council • Pupil voice
4 In relation to Mainstream Schools and maintained nursery schools, the - Name and Contact details of SEND Coordinator - Name and Contact details of SEND Governor	Ms Emma Arrand – Principal Principal@wymcol.org Mrs Lucy Thomas - SENDCO sendco@wymcol.org

	Mrs Helen Wilkinson – Assistant SENDCO sendco@wymcol.org Trust SEND Trustee: Penny Sheppard Contact Email: ea@setrust.co.uk School Telephone Number: 01903 609000
5 Information about the expertise and training of relevant staff in relation to children and young people with SEND, including how specialist expertise will be secured	Audit of staff expertise in SEND undertaken annually • The SENDCO and Assistant SENDCO has SENCo qualification (National SENCO Award) • Trust CPD for Teaching Assistants through Trust Programme running throughout year • SEND focused Sessions available to all staff on Trust CPD days • Termly Trust SEND Strategy Days for SENDCOs led by the Director of Inclusive Learning • Termly CPD training covering topics including EEF Special Educational Needs in Mainstream Schools Guidance, SEND Code of Practice, High Quality Teaching Strategies to support pupils with SEND, Norfolk STEPS training • Whole staff training in meeting high frequency needs (ASD, ADHD, Dyslexia) • Pupil specific training for key staff such as Sensory Impairment (VSSS) and Diabetes (NHS) • Specialist expertise engaged from external services – S2S support, CEPP, Nelson’s Journey, CAMHS, Point 1, NHS NDS Pathway Team, Norfolk Early Help, CEPP, Dyslexia Outreach Service, Virtual School for Sensory Support. • All staff have been trained & refreshed in the differentiated Graduated Approach - September 2025. • BTEC Level 4 training in Supporting students with visual impairment (LSAs) • Level 4 training SLCN (LSAs) • ELSA training (LSAs) • ADHD/ASD Coaching qualification (LSAs – ongoing throughout 2025-2026) • Managing behaviour that challenges in the classroom training (LSAs) (Sept 2025) • Speech and Language Therapy/occupational therapy input • Adaptive Teaching: Train the trainer course (SENDCO) • Use of StepLab as a whole staff teaching and coaching tool to enhance High Quality, Adaptive Teaching practice.

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6 Information about how equipment and facilities support children and young people with SEND will be secured	• Support Services including health services • Just One Number • National and Local Charities such as The Matthew Project • Access Through Technology • MASH Hub • East Norfolk Hub • Early Help & Family Support (Norfolk County Council) • Ormiston Families – Supporting Smiles • Morley Village Hall • ADHD Norfolk
7 The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child	The views of parents and carers are important to us, and we will involve you in discussions about provision for your child's SEND both at the point of identification and through their termly review. Parents first point of contact is their students Learning Lead Mentor. • Telephone Land and Mobile • Text • Email on Line • My Child At School app • Parents Evenings • Heads of House and the House pastoral team • SENCO & SEND Team direct contact • Face-to-face meetings • Annual Parent Survey • Online Teams meetings • Virtual training sessions • SEND Coffee mornings • Team Around a Child meetings • Attendance Support Meetings
8 The arrangements for consulting young people with SEND about and involving them in their education	The wishes and feelings of young people with SEND are central to our provision. We involve them in discussions about the support they receive in an age-appropriate manner. We gather their views as part of the termly review of their SEND Support Plan as well as through: • Pupil Voice

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	• Student Council & LGBTQ+ Council • Annual Reviews for EHC Plans • Personal Interviews • Wishes and Feelings - signs of safety activity • Heads of House and House Staff • Wellbeing Team and Med Centre Staff • Online Teams meetings with parental supervision • Attendance Support Meetings
9 Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school	Please refer to and use the school's existing complaints policy and procedure which is available directly from the school or website.
10 How the Education Committee of the Board of Trustees, who holds delegated responsibility from the Board of Trustees, involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils.	The Sapientia Education Trust is governed by a Board of Trustees who have statutory responsibility for governance. The Board of Trustees empowers the SEND Coordinator and Headteacher to use the range of support and resources required to benefit the children at Wymondham College. This can include: • Family Support • Speech and Language therapy • MAT support and advice • Specialists e.g. Educational Psychologists, School-to-School support, SRBs etc. In its turn, through monitoring and challenge, the Board of Trustees assess the impact, costs and cost effectiveness of the support used, and amends the strategy of the school appropriately.
11 The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with section 32.	Norfolk SEND Partnership - Telephone: 01603 704070 Norfolk County Council SEND Services - Telephone: 03448008020 or email send@norfolk.gov.uk

12 The school's arrangements for supporting pupils with SEND in a transfer between phases of education or in preparation for adulthood and independent living	Transfer Transition arrangements • Meetings with feeder and MAT schools to ensure all appropriate information is passed on in a timely manner • Contact and handover of information and strategies to and from receiving schools • Enhanced Transition opportunities for students with SEND over Summer Term • Liaison with Post-16 providers for taster sessions at potential post-16 providers • EHCP review format to ensure effective planning for post-16 from Y9 • School curriculum for careers and futures learning • Involvement of TITAN Travel Programme where appropriate • Additional Careers Advice appointments tailored to the needs of the student • Summer School opportunity for Y7 Joiners
13 Information on where the local authority's local offer is published	https://www.norfolk.gov.uk/children-and-families/send-local-offer