

Introduction

At Burton Borough School, we take pride in fostering an inclusive learning environment where we are **ambitious** for every student, ensuring that every student is supported to reach their full potential. All learners are entitled to a curriculum that is both relevant and engaging, without restriction because of age, gender, creed, race, disability, special educational need, or vulnerability. This entitlement is upheld by appropriately trained professionals who are committed to inclusive practice and capable of fostering an environment that promotes both wellbeing and development. We understand that students are unique and are **proud** of our diverse and **caring** community. Some of our students may require extra support, and we are dedicated to delivering tailored assistance that is timely, effective, and compassionate.

Equality of opportunity, rigorous and well-designed assessment, meaningful family engagement, and an **ambitious** and adaptive curriculum delivery framework are fundamental to successful education for all. We are committed to ensuring that every learner receives the additional support required, free from stigma or discrimination. All students are valued equally, and high standards of conduct and moral integrity are expected of everyone.

We are proud to have a wide team of highly experienced individuals who work tirelessly to support our most vulnerable students to make progress, both academically and in their preparation for adulthood. The drive for success and happiness of all our students is woven through all aspects of our culture and ethos. The SEND team work closely with the wider school student support teams, including the Assistant Principal (Behaviour and Culture) and the Head of Years; the Attendance and Safeguarding team which includes the Vice Principal (Attendance and Safeguarding), designated safeguarding leads, the Attendance Officer and the Family Liaison Officer – along with our wider support via the LCT trust.

Key Contacts:

Communication is key for us to provide the best possible support for our young people. We have a dedicated communication route that can be accessed via our website in our 'contact us' section or via this link:

[SEND Parent Form](#)

What types of SEND do we provide for?	At Burton Borough School we work with a wide range of needs and disabilities across all the four broad areas of Special Educational Needs and Disabilities: Communication and Interaction (C&I), Cognition and Learning (C&L), Sensory/Physical (S/P) and Social Emotional Mental Health (SEMH). These areas are highly diverse and our students may have needs that span multiple areas of SEND. Some examples of needs we are privileged to support and celebrate are young people with Autism Spectrum Conditions (ASC), Speech, Language and Communication Needs (SLCN), Moderate and Severe Learning Difficulties (MLD / SLD), Specific Learning Difficulties (SpLD) such as dyslexia, Social, Emotional and Mental Health Needs (SEMH), including ADHD, ADD and
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	Attachment Disorder, as well as Hearing Impairment (HI), Vision Impairment (VI) and Physical Disabilities (PD).
2025-2026:	As we enter the 2025-2026 academic year our student cohort at Burton Borough school has approximately 23% of our pupils registered as having additional needs. This figure comprises of approximately 21% of our pupils are SEND support (K) students, with an additional 2.6% who are supported by Educational Health Care Plan (EHCP) issued by our various partner local authorities. We are currently sitting above both the national, and Telford and Wrekin averages number of students with SEND within our school community. During our last year we have continued to see SEMH remains one of our larger areas of need for this academic year, accounting for approximately 20% of our register, growing in line with national trends.
How do we identify and assess pupils with SEND?	There are a range of ways in which a student may be identified as having additional needs. For many students, this happens through their transition to the academy from key stage 2 and our work with our primary school colleges and through liaison with families. When working with students who have EHCPs we work closely with professionals from the Local Authority SEND team will also share key information in advance of an enrolment. We have a strong transition offer for our year 6 students and understand the responsibility of having the young people from our local communities to educate. For some students, their needs are identified after they start at the academy, as and when needs present in that young person. This process of identification could arise from teacher or pastoral team observations, both summative and formative academic assessment, or concerns raised by family or by our student themselves. Once concerns are raised a more in-depth assessment by the SEND team is put into place; following which there may be referrals written to bring on board other professionals for more specialist assessment and in some cases diagnoses. We are aware that while we get to know our students well, there will always those that have known them better, and for longer, as such our referrals are made in collaboration with families and, where appropriate, the student themselves. Our ethos states that we work with a student's current presenting needs, and will support that need, irrespective of diagnosis, so as such a student does not require a diagnosis for additional and different provision to be put in place.
2025 – 2026:	This year we have a particular focus on improving our links with all those stake holders that work to support our students both within school and as they prepare to take up their roles in the wider society. As such we continue to improve our transition process, this year looking to further develop the sharing of information and help students and their families know what to expect when they are welcomed to our Burton Borough School family. This transition work has our feeder primary school colleagues, the students themselves and families at its centre. We have worked with the local authority, feeder schools and our wider trust family to support high need year 6 students who have we been consulted with to join us in September 2026.

	This transition process includes an additional transition morning within the academy ahead of the full cohort two transition days to give these students a taste of how lessons, environment and movement around the building would feel. This also helps upskill staff and the wider academy on the needs of our new young people and allows us to get ready well in advance of their start date in September. Information gained through each of these steps is built into the additional SEND staff training during our July Professional Development Day to allow us to best meet the needs of our new cohort joining us. We have standardised the process of SEND staff concerns to allow an affective and timely triage. We have increased our SEND team presence at parents' evenings and through our SEND communication form families are able to share their concerns directly with the team. We also understand the importance of building the strong personal connections with families, as such we are continuing to develop and strengthen the role of keyworkers. Keyworkers also serve as an additional point of contact for families and for staff members who are looking to strengthen the support offered within classrooms and across the wider academy
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What is our approach to teaching pupils with SEND?	Promoting equality and inclusion in all aspects of academy life is at the heart of Burton Borough School. We also recognise that some students require provision that is additional to, or different from, that offered to their peers to learn and thrive. All such provision is designed to minimise disruption to a student's entitlement to a broad and balanced curriculum and their right to participate fully in academy life. Teachers remain responsible and accountable for the progress of every pupil in their class, none more so than the vulnerable learners they have the privilege of teaching. We have played a key role in pioneering the LCT learning framework, which has been designed and structured to promote high quality, high impact teaching. Central to this approach is the principle that the most effective learning occurs when pupils are fully immersed in lessons with their peers and taught by subject specialist teachers. This classroom-based support forms our initial response to meeting the needs of pupils with SEN and/or disabilities. Teachers plan and scaffold learning so that pupils with SEN and/or disabilities can access each National Curriculum subject wherever possible, ensuring that barriers to achievement are reduced and individual strengths are recognised and celebrated through quality-, high impact- teaching. However, for some students their needs mean that the wave one in-class support outlined above will not be sufficient to help them catch up and keep up with their peers. As such, at times during their journey with us at BBS we may need to put in place a wave two provision. This is done with the oversight of the SENCo and any appropriate outside agencies/ The SEND team will provide interventions which are time bound and have a specific entry and exit criteria.
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2025-2026:	This year, we are pleased to be introducing new software that enables us to transition from our initial pupil support plans to student centred, student articulated 'Pupil Passports'. These passports are coproduced by keyworkers, families, and, crucially, the students themselves. Through this process, we aim to strengthen our young people's sense of belonging and support the development of their self advocacy. Updates and contextual information arising from the creation of Pupil Passports are shared with staff during our weekly pastoral morning briefing. Each passport is reviewed at least termly, with ongoing input from families to ensure it remains accurate and reflective of the student's needs. Designed to empower students, Pupil Passports promote greater understanding of individual learning profiles and encourage students to articulate their own strengths and strategies. Pupil Passports will continue to replace our previous student support plans as the primary tool for supporting staff in delivering inclusive teaching. They provide teachers with clear, practical information to inform planning, delivery, and assessment. At Burton Borough School, teaching staff use these documents to create informed seating plans for each class, with key needs and recommended strategies annotated to support high-quality teaching and learning in line with the LCT Learning Framework. We are also reviewing our intervention offer to ensure it meets the needs of pupils who require support beyond high-quality classroom teaching, often in alignment with their EHCP targets. These interventions are delivered by our SEND team and encompass a range of provision across SEMH, Speech and Language Therapy, and Cognition and Learning. We also work closely with a range of external professionals, including occupational and speech and language therapy to provide specialist input where required.
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How do we adapt the learning environment?	We are a close community at Burton Borough School, and it is essential that all our students benefit from high-quality teaching alongside regular, varied assessment. We firmly believe that our most vulnerable learners thrive when they receive strong, subject specific teaching within the classroom alongside their peers. For this reason, we dedicate significant time to planning and preparing effective learning experiences, shaping appropriate provision, and building positive relationships with students, families, and other professionals. When a student requires additional or different support to make progress and flourish in their learning, we focus on meeting their needs equitably and, wherever possible, within the core offer of the academy. This is often a mixture of reasonable adjustments, and then adaptations to pedagogy, which we have scripted alongside our LCT teaching and learning framework to support our teaching staff and provide continuity for our young people. Such adaptations include: • adjusting resources and staffing to meet individual needs. • using recommended aids such as assistive technology, coloured overlays, visual timetables, or larger print.
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	• scaffolding the curriculum so all pupils can access learning, for example through grouping, 1:1 support, teaching approaches, or adapted lesson content. • applying pedagogical strategies such as extended processing time, pre-teaching key vocabulary, or increased live modelling. • modifying the learning environment to meet a young person's physical, sensory, or medical needs • ensuring our Accessibility Plan is available on the school website We maintain strong and effective partnerships with a range of external professionals who provide our staff and students with expert advice and practical guidance on how best to adapt our environment. These professionals include, among others, Occupational Therapists, Speech and Language Therapists, and colleagues from across the wider NHS.
2025-2026:	Following our successful pilot for the new LCT framework for teaching and learning we continue to look at our adaptive teaching strategies. The LCT framework supports all students, including our most vulnerable learners as it supports teachers to have a deep knowledge of our young people and use this to provide clear routines, goal setting, schema building, and scaffolded learning. As we continue to move towards each of our young people having their own pupil passport, we continue to develop the specific strategies needed within a classroom to make each of our young people feel an equal balance of challenge and support. During this academic year part of our SEND leadership team has been working with the Ambition Institute, engaging in their 'Adaptive Teaching – Train the Trainer' programme of study. Working closely across our senior leadership team we have looked at implementing high impact adaptive strategies that result in strong teaching for all. These foci include think, pair, share; use of mini whiteboards for checking for understanding, sharing of the learning objectives and success criteria, and seating plans. This year we have also had the exciting opportunity to work with the mental health team and be used as a site in which their trainee mental health nurses can work and increase their knowledge. This is proving to be a very beneficial mutual relationship as we can offer our young people, and their family's additional hours of triage and then support with their SEMH needs.
How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?	At Burton Borough School we work hard to ensure that pupils with SEND are afforded the same opportunities as all other pupils within the school. We will always make reasonable adjustments to ensure this is achieved. All extra-curricular activities and school visits are accessible to all pupils, including before and after school clubs. All pupils are a member of one of our three Houses and are encouraged to participate in the wide range of competitions, celebrations, and showcases offered by the school, according to their

	interests. This includes events such as sports days, school productions, and specialist workshops. We have a very active school council where all our students are represented. All students in years 7-10 follow one of our platinum pathways, these pathways lead students to be able to apply for platinum status in year 11. Our pathways are diverse and are designed so that there is something for all students. They are a way for us to celebrate the successes of our students and include several external pathways, so students can choose something they enjoy and gain confidence through. Pupils are not excluded from activities based on their SEND. Where necessary, specific activities may require adaptations to ensure safe and meaningful participation. If concerns arise regarding the participation of a pupil with SEND, the school will complete a safety plan—developed in collaboration with parents and carers—to identify potential risks and outline reasonable adjustments required to meet the pupil's needs and ensure the safety of all involved, where appropriate
2025 – 2026:	Our students engage readily with a wide range of activities and have both enjoyed and excelled in many areas throughout this academic year. A number of pupils with links to the SEND team have achieved notable sporting success. Others have thrived in singing, dancing, drama clubs, and school productions, with <i>The Addams Family Musical</i> standing out as a particular highlight, where our young people contributed both on stage and behind the scenes. Many pupils also play an important role in supporting our wider school community through the Platinum Pathways programme. The pathway that we run in conjunction with Newport Hub is a pathway that has seen particular success with our SEND students and has allowed them to gain in confidence. The ethos of our academy ensures that pupils with additional needs are taught within, and fully integrated into, the main body of the school. They are valued, respected, and recognised as an integral part of the Burton Borough community. This year, we are seeking to further expand our offer of additional extra-curricular clubs, building on the successful introduction of our breakfast club in January. Students are also taking part in a variety of educational visits, including trips to Pairs, Boreatton Park, a Your Futures event, Ski Trip to Italy, Duke of Edinburgh Expeditions, as well as a range of sporting events.

How do we consult pupils and parents of pupils with SEND and involve them in their child's education?	At Burton Borough School, we firmly believe that a strong partnership between home and school is essential in providing effective wrap-around support for all students, particularly those with
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	SEND. As outlined earlier, effective transition is a key priority for us, and we work closely with our primary colleagues, families, and the young people themselves to ensure this process is thorough and supportive. When identifying whether a student requires special educational provision, we will hold an early and collaborative discussion with the student and their parents or carers. These conversations ensure that: • all parties develop a clear understanding of the student's strengths and areas of difficulty • the views of the family are actively sought, valued, and encouraged • there is shared clarity regarding the outcomes being sought for the student • everyone understands the agreed next steps Communication between education, families and the students is integral to meet the needs of our young people. Across the academy young people have their form tutors and Head of Year who offer excellent pastoral support and a very valuable link for families to contact; as such our focus has turned to strengthening the direct links between home and the SEND team.
2025-2026:	Growing our strong bond with families remains a high priority for the academic year of 2025-2026 and beyond. As such, we have allocated each student on our SEND register a Key Worker from the SEND team. Key workers have begun to contact families to introduce themselves as we work through each year group and explain their role in supporting our students. Parents then have a direct link within the SEND team whom they can speak to about any concerns or feedback on their child. Families, alongside SEND key workers and students, are in the process of co-producing the new format pupil passports. We have also looked to increase our face-to-face contact with families. This has included increasing our presence at parents' evenings and hosting afternoon teas for each year group's families of SEND students. Our year 7 afternoon tea was a lovely event where parents had the chance to get to know the SEND team, their child's key worker and crucially develop a strong parent support network. We have also looked at fostering and supporting links between families and external professionals, as such we hosted 'An Afternoon Tea with the EP' event where we focused on supporting young people with anxiety.
How do we assess and review pupils' progress towards their outcomes?	Timely and appropriate support is vital to the success of our most vulnerable learners. Accordingly, some targets set for students align directly with the outcomes specified in their EHCP. We follow the graduated approach and the four-part cycle of <i>assess, plan, do, review</i> (APDR).

	The SEND team gathers evidence from a wide range of sources—academic, social, and within the wider school community—to inform our understanding of each student’s progress and presenting needs. This process draws on: • the teacher’s assessment and professional experience of the student • the student’s previous progress, attainment, and behaviour • the student’s development in comparison with their peers and national expectations • the views and experiences of parents and carers • the student’s own views • advice and guidance from external support services
2025-2026:	This academic year, we are continuing to refine and strengthen our processes for the <i>Assess, Plan, Do, Review</i> cycle, ensuring that support is tailored to the presenting needs of each student and aligned with our new passport system. We are committed to drawing on both academic data and soft data—those aspects of progress that are less easily quantified but equally important in understanding a student’s development. For some students, this process will involve a termly review that draws on academic data, in class observations, and feedback from staff and families. The outcomes of these reviews are incorporated into the student’s passport, which is then updated and reshared with staff. For others, concerns raised by staff or families may lead us to initiate a round of SEND assessments to explore whether, a yet, unidentified need is present. Students who access intervention sessions are baselined at the start of the programme and reviewed at the end of the cycle. Decisions regarding next steps are made collaboratively with the student and their family. For students working towards EHCP outcomes, these targets are shared with all teaching staff, who are asked to contribute to the assessment of progress. This information—combined with academic data, wholistic data, and feedback from interventions—supports the review of both progress towards outcomes and the EHCP itself. While the formal EHCP review takes place annually, we maintain regular communication with families and provide termly updates, or more frequent updates where required. We hold weekly Vulnerable Student Panel meetings, attended by senior leaders from SEND, pastoral, attendance, and safeguarding teams. This targeted meeting ensures the timely review of

	student needs and progress. Key information from these meetings is then shared with all staff during the following morning's pastoral briefing, ensuring that colleagues remain fully informed about students' needs and the support in place.
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How do we support pupils moving between phases and in preparing for adulthood?	We understand that transition can be a very big step, both for our young people, and their families. As such we plan carefully to ensure a smooth and well supported transition between different stages of a student's education, helping them to feel secure and to continue making progress. At key transition points we will share relevant information with other schools or providers. This will always be agreed in advance with parents, carers, and the student. Transition arrangements will vary according to individual need and may include: • preparation activities and additional visits, including opportunities to explore the school site outside normal hours, as well as visits during lessons and break times • students being accompanied by a named adult as part of their transition programme • the SENCO attending Year 6 annual reviews or multi-agency meetings for students with an Education, Health and Care Plan or complex needs, when invited; similarly, post-16 providers are invited to annual reviews for students preparing for transition to college • close collaboration with the Future Focus team, whose worker attends annual reviews and meets regularly with our SEND Support students to offer guidance on next steps
2025-2026:	We have had a particular focus on our Year 6 to 7 transition this year and already have the following steps in place: 1. Engaging in early communication with primary colleagues as part of the EHCP consultation process to discuss individual students and their needs prior to returning consultation responses. 2. Working with our Trust to review and strengthen the process of information sharing between phases of education, including the standardisation of documentation and formats. 3. Hosting an Open Evening with the full SEND team available, alongside access to our facilities, to support families in understanding our provision. 4. Offering individual tours for families who require additional support or personalised transition arrangements, led by the SEND team. 5. Continuing our programme of visits to primary schools to gather information and support transition planning. 6. Providing group tours for students and families to familiarise them with the school environment. 7. Delivering transition days during which students experience aspects of the academy routine, meet staff, and gain a sense of the school environment The Year 11 to post-16 transition:

	1. We maintain a strong focus on preparing our most vulnerable learners for adulthood. This includes developing meaningful links with community based projects that offer ongoing work experience opportunities for our students, such as <i>The Hub</i>. 2. We work closely with Future Focus to ensure that our SEND students are seen regularly and can discuss their future plans from Year 9 onwards; at times this year we have also found that it has been beneficial for our families to be involved in these conversations too. 3. In Year 10, all students complete a week of work experience. Our SEND students are fully supported to secure and participate in these placements, with reasonable adjustments made where required. 4. Students are supported through careers fairs held in school, as well as through external visitors who contribute to our Life Skills Days as part of the personal development curriculum. 5. Tutor teams provide guidance on applications and references to support students in their next steps. 6. For some students, we provide additional support by accompanying them on visits to post-16 educational settings. 7. Future Focus advisers, and where appropriate representatives from post-16 providers, attend Year 11 annual reviews for students with an EHCP to support planning for transition.
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How do we support pupils with SEND to improve their emotional and social development?	We recognise that the modern world is having an increasing impact on the emotional and social development of young people. At Burton Borough School, teachers and the wider support network—including SEND and pastoral teams—closely monitor each pupil's emotional and social wellbeing. Inclusive practice sits at the heart of our SEND provision. All students benefit from a wide range of opportunities to develop socially, whether through belonging to a tutor group, taking part in extra-curricular clubs, or socialising during break and lunch times. However, some students may require additional or different support to help them thrive emotionally and socially. Concerns can be raised by any member of staff, as well as by families or the students themselves. These concerns are explored with the pupil and their parents so that appropriate next steps can be identified. Support for social and personal development within SEND is tailored to each student's individual needs. We draw on the expertise within our department and maintain strong partnerships with the local authority and NHS professionals. Additional support may include lunchtime nurture groups, ELSA (Emotional Literacy Support Assistant) sessions, 1:1 mentoring or counselling, cooking therapy, or access to external specialist services beyond our on-site provision.
Year 2025-2026:	Mental health remains a significant priority for us and for our students throughout the 2025–2026 academic year. We continue to raise awareness and reduce stigma around mental health and help seeking through our tutor programme and assemblies. In addition, we have worked closely with our educational psychology team to deliver a parental workshop on anxiety—exploring how it presents in young people and how families can best offer support.

	Our weekly Vulnerable Panel, made up of senior leaders, plays a crucial role in monitoring student wellbeing and allocating appropriate support. We are currently reviewing and streamlining our referral processes to increase capacity and ensure timely intervention when concerns arise. As previously mentioned, we are also fortunate to be a training school for the mental health nursing team. This partnership enables us to maintain strong links with specialist professionals and further enhance the support available to our young people.
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What expertise and training do our staff have to support pupils with SEND?	Focused staff training and ongoing support are essential to ensuring that the needs of all students are met inclusively and that every learner receives a high quality educational experience. All staff have access to a range of guidance documents designed to help them support students with individual needs. The specific needs of our students are shared with staff during induction, through our coaching programme, in weekly pastoral briefings, and throughout the academic year, ensuring teachers remain informed and up to date. In addition, staff can access student passports via our 'Provision Map' portal, as well as our current student support plan documents while we transition to the updated format. We work closely with parents and carers, external professionals, and the students themselves to ensure that all information is accurate, current, and genuinely supportive. The SEND team undertakes additional training relevant to their roles, which is reviewed annually to ensure that the needs of the current cohort remain the priority. We also benefit from the expertise of several external professionals who work alongside us, including a counsellor and, when required, support from LSAT, BSAT, occupational therapists, and educational psychologists. • The SENCO holds the required accreditation. • The SENCO is allocated dedicated time each week to oversee SEND provision. • The SENCO attends local SENCO Network meetings and participates regularly in trust wide SENCO support systems.
Year 2025-2026:	Training on SEND and adaptive practice features regularly within our whole staff professional development calendar. Sessions are delivered during new staff induction, on professional development days, and through ongoing input from the SEND team. Alongside these formal opportunities, the SEND team contributes to weekly pastoral briefings, providing timely training in response to emerging needs.

	One recent example includes accessing external training on changes to access arrangements in line with updated JCQ guidelines, which we have subsequently cascaded to staff. Our wider Higher Level Teaching Assistant team has also increased its engagement with our online training platform to ensure they remain up to date with the needs of the young people they support. Staff undertaking specialist roles receive ongoing supervision sessions, enabling regular updates in practice and ensuring high quality provision. We have also timetabled additional planning and preparation time for classroom based teaching assistants, allowing them to develop their skills in response to the needs of the students they work with and to pursue their own professional curiosity. This is an area we intend to expand further in the coming year.
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How will we involve other organisations in meeting the needs of pupils with SEND and supporting their families?	The SENCO seeks advice and support from external agencies when additional expertise is required. Requests for external involvement are coordinated by the SENCO, and agencies may contribute through school based observations, individual pupil assessments, attendance at annual reviews or multiagency meetings, and the provision of written reports. A representative from the Burton Borough SEND leadership team attends SENDCo network briefings and receives regular updates to ensure the school remains informed about current resources, opportunities, and statutory requirements. We have established strong working relationships with several Local Authorities, and team members routinely attend meetings to deepen their understanding of the EHCP, needs assessment, and Annual Review processes. The SENDCo works collaboratively with fellow SENDCos across the Trust, sharing expertise, advice, and best practice. We also maintain close links with our attendance and safeguarding colleagues to ensure a coordinated and holistic approach to supporting our young people.
Year 2025-2026:	External agency involvement is sought whenever a student's needs extend beyond the expertise available within the academy, as we recognise that the best progress is often made through collaborative planning. We have experienced strong outcomes following group consultation sessions with our Educational Psychology team, which have provided valuable advice and clear next steps for supporting our young people. We are currently re-establishing our links with the BSAT team and continue to maintain close working relationships with the Student Engagement Team. The school has also benefited from support through the Inclusive Schools Forum, and, where appropriate, we have submitted requests for Education, Health and Care Needs Assessments to local authorities to ensure that students receive the level of support required.

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How do we secure equipment and facilities to support pupils with SEND?	Where a student requires specialist equipment, specific furniture, or adaptations to the school environment—such as handrails or bespoke seating arrangements—the school will liaise with the appropriate external agencies, including occupational therapy teams and the Local Authority. Where students meet the relevant criteria, the Inclusive Schools Forum may be accessed as a source of funding for additional adult support or equipment, including Assistive Technology. The Forum also provides highly valuable advice from a diverse and experienced panel of professionals. When appropriate, the school may also pursue an Education, Health and Care Plan (EHCP) with the Local Authority if a student's needs require this level of sustained support. Our main building at Burton Borough School has lift access, and we recognise that improving accessibility is an ongoing commitment. Enhancements to access and safety for students, staff, and visitors with SEND are informed by student, parent, and staff voice, as well as guidance from relevant Local Authority teams, such as the Sensory Advisory Service. All relevant staff receive annual training on supporting students with physical disabilities during emergency evacuations, and any individual requiring specific arrangements will have a personalised evacuation plan in place. Full details of our Accessibility Policy are available on our school website.
Year 2025–2026:	This year, we have been able to expand the space available to our SEND team and the students they support. We have reviewed access to off-site education and continue to develop this provision in collaboration with local partners as we move into the summer term. We have also been fortunate to begin establishing a dedicated SEND base within the centre of our new building, enabling students to access timely support and equipment—such as assistive technology—in a calm and supportive environment. We work closely with colleagues from the Local Authority and the occupational therapy team to ensure that any specialist equipment is appropriately selected, fitted, maintained, and reviewed to remain suitable as students grow and their needs change. We also ensure that students transition with the equipment they require, where appropriate, through strong links with primary schools and post-16 destinations.

How do we evaluate the effectiveness of our SEND provision?	The work we do with our most vulnerable young people must be impactful, and as such requires regular evaluation. The effectiveness of provision for students with SEND is evaluated regularly and in a timely
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	manner by a range of stakeholders. This includes class teachers, senior leaders, the SEND team, Trust support staff, Governors, and external advisors. Evaluations take into account a variety of evidence sources, including: • Reviewing students' individual progress towards their identified goals each term • Assessing the impact of interventions after an agreed period • Gathering student voice through discussions with SEND students • Conducting lesson visits, work sampling, and data analysis • Using provision maps, student passports, and individual education plans to measure progress • Holding annual reviews for students with Education, Health and Care Plans
2025- 2026:	This year, we have been fortunate to work with a wide range of colleagues and professionals who have generously offered their time, expertise, and recommendations to help us strengthen our SEND provision. In particular, we have benefited from the support of specialists from local special schools and our primary school partners. We have also worked closely with curriculum leads who have spent time within departments and collaborated with the Teaching and Learning Team, including the SENDCo, to review and refine current practices. In addition, we have undertaken a Trust led SEND review, which provided a detailed evaluation of our current position and clear guidance on future development. This is alongside our wider Trust whole school reviews. Feedback from families—gathered through parents' evenings and direct conversations with the SEND team—has been invaluable in shaping our ongoing improvements. Our students also play a central role in evaluating SEND provision through student voice activities, work sampling, and learning walks that allow us to observe classroom practice in action.

How do we handle complaints from parents of children with SEND about provision made at the school?	Supporting our young people is why we do this job, it is our privilege and great responsibility to do the best for our student, their families, and so the wider community. We firmly believe that effective communication is essential. When families or students can do so, we encourage them to share any concerns or updates with us at the earliest opportunity. Providing a high quality education is of paramount importance, and we recognise that a strong partnership between the academy, the student, and their family is central to achieving this. We actively seek to collaborate with parents and carers on a cycle by cycle basis; however, we also understand that circumstances can change more rapidly than this. We are always happy to arrange a meeting or phone call to discuss a student's provision and to consider how best to meet their needs. Any complaints made to the academy will follow the standard complaints procedure, details of which are available on our website.
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Where can the LA's Local Offer be found?	www.telfordsend.org.uk T&W are our primary LA but we do also work with Staffordshire and Shropshire. Staffordshire Connects Special Educational Needs and Disabilities Local Offer The SEND local offer Shropshire Council

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