



Stamford Welland
Academy

SEND Information Report

Academic Year 2025/26

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1. Introduction

Welcome to our SEND Information Report which forms part of the Lincolnshire Local Offer for learners with Special Educational Needs or Disability (SEND) in accordance with the Special Educational Needs and Disability Code of Practice, January 2015 (Chapter 6, section 6.79). This report is also fully compliant with Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014. The information published will be updated annually. The Information Report also applies to all students who are looked after by the local authority and have SEND.

This document has been designed to advise families with children who present with Special Educational Needs, Disabilities and or are vulnerable, on the provision available at Stamford Welland Academy. It should guide families when deciding if Stamford Welland Academy is the right educational setting for their child.

When we talk about “provision”, we mean what we provide in order to meet the needs of a student and help them to make progress at school which is appropriate to their age.

2. What is SEND?

At different times in their school career, a child or young person may have a special educational need. The May 2015 Code of Practice defines Special Educational Need and Disability (SEND) as:

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. A child or young person of compulsory school age has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of children of the same age; or

(b) have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

If a child or young person is identified as having SEND, Stamford Welland Academy will make provision which is “additional to” or “different from” that provided for non-SEND students (the normal differentiated curriculum through Quality First Teaching), which is intended to overcome any barriers to their learning.

It is important to note that not every student making slower progress has SEND. Some students may make slower progress for a reason unrelated to SEND, such as a gap in their learning. Additionally, children and young people must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. However, some students for whom English is an additional language may also be identified as SEN if their needs meet the criteria above.

3. What is disability?

The Equality Act, 2010, gives the following definition of disability:

“A person has a disability for the purposes of this Act if they have a physical or mental impairment which has a substantial and adverse long-term effect on their ability to carry out normal day-to-day activities.”

This definition of disability includes children and young people with long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disability and SEN. A child or young person may therefore be covered by both SEN and disability legislation.

Our facilities for helping disabled students to access the school are described in the school's Accessibility Plan (<https://www.stamfordwellandacademy.org/send-and-inclusion>).

4. Accessibility

Our school is a safe and accessible building, and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEND students throughout our school including a lift to access all areas, disabled toilets, a disabled shower/changing facility and appropriate corridors.

5. What types of SEND are provided for at Stamford Welland Academy?

There are four broad areas of need, although the Trust and Stamford Welland Academy recognise that a student's needs may fall into one or more categories. Stamford Welland Academy provides provision for all areas of need in line with the appropriate provision students require.

Communication and Interaction (C&I): Children and Young people with speech, language and communication needs (SLCN) have difficulty communicating with others. This may be because they have difficulty saying what they want to (expressive), understanding what is being said to them (receptive/cognition). They may not understand or use social rules of communication. Autistic students can have more prevalent difficulties with social interaction due to deficits in their understanding and connections between language, communication and imagination, which then impacts on how they relate to others.

Cognition and Learning (C&L): A broad ranging group of learning difficulties including Dyslexia and Dyspraxia as Specific Learning Difficulties (SPLD), Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) where children and young people will need support in the curriculum and may have associated mobility and communication difficulties, to those with Profound and Multiple Learning Difficulties (PMLD) where children and young people have severe and complex learning difficulties with physical disability and/or sensory impairment.

Social, Emotional and Mental Health (SEMH): Children and Young people diagnosed with Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD) or Attachment Disorder may need additional support in the curriculum. Those with Mental Health Difficulties such as anxiety, depression, self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained may also need additional or different support to access education.

Sensory and or Physical Needs (SI/PD): Children and Young people with Hearing (HI) or Visual (VI) Impairment, or Multi-Sensory Impairment (MSI) may need additional specialist support or equipment to access the curriculum, or rehabilitation support. Some with physical disability (PD) may need additional and ongoing support to enable them to access opportunities available to their peers. SEND provision may be required as they have a disability that prevents or hinders them from making full use of educational facilities generally provided.

6. What is our approach to teaching students who have SEND?

All Meridian Trust staff work collaboratively to create vibrant, successful centres of learning for those with SEND in the heart of our local community. Using their best endeavours, educational outcomes will be generated, through exciting, inclusive, forward thinking or different methods, to enable aspirational opportunities for all students.

We value high-quality teaching (“Quality First Teaching”) for all students and monitor the quality of learning and teaching in the school. We use a range of methods to do this including regular lesson observation, work scrutiny by Curriculum Leaders and Senior Leaders, learning walks (when senior staff and/or SENDCo follow a student or group of students to see at first hand their learning experiences) and regular professional development training for all staff.

All teachers and SEND support staff will be informed about your child’s individual needs and will adapt their lessons to meet these requirements. Teachers have experience and/or are trained in doing this. This may involve using different strategies, more practical/adaptation of resources and activities, to enable your child to access the learning.

Within school there are a variety of staff roles to help us fully support your child. Where it is felt it is the right thing to do, a student may be offered additional help and support, in which case you would be informed. There are a range of interventions (academic and pastoral) and additional subject support which are available and, should your child need this, it would be discussed with you.

7. How do we identify and assess SEND at Stamford Welland Academy?

We acknowledge that students’ needs should be identified and met as early as possible. The SENDCo in conjunction with class teachers, curriculum leaders and Head of each House, closely monitor the progress and attainment of all students, including those who have or may have SEND. This commitment is evident in our rigorous tracking systems which monitor progress in core areas such as reading and spelling, alongside softer but equally vital measures like confidence and emotional resilience.

A student may have additional needs if:

- Progress is significantly slower than that of their peers starting from the same baseline
- Progress fails to match or better the student's previous rate of progress
- Progress fails to close the attainment gap between the student and their peers
- The attainment gap widens

However, identification may also be as a result of:

- Teacher concern
- Following up parental/carer concerns
- Tracking individual student progress over time
- Liaison with partner primary schools on transfer
- Information from previous academies/schools
- Information from other services

If further assessment is required, we use a variety of assessment tools appropriate to the area of need. This helps us to ensure the appropriate intervention and provision to support the student. If it is thought a student or family needs a more in-depth assessment, we have good working relationships with outside agencies, and a referral can be made.

The statutory guidance for identification, assessment and provision of SEND is documented within the Code of Practice and is based on a model known as the 'Graduated Approach'.

Using the Graduated Approach, students will be identified on the school's SEND systems at the appropriate level, which is accessible to all staff. A visual representation of the system can be found in Appendix 1.

8. What are the arrangements for assessing and reviewing student progress towards outcomes?

All students, including those with SEND, are assessed on a regular basis, in accordance with the academy's assessment policy. Teachers formally assess and review progress and attainment, which is communicated to parents/carers by a report that is sent home twice a year. Additionally, parent/carer evenings are held once a year when there is an opportunity to discuss progress, attainment and next steps.

SEND students who are identified at Wave 3 or 4 of the graduated approach will have termly APDRs. These are reviewed each term with new targets being set where appropriate.

All students with an Education, Health & Care Plan have an Annual Review, where a discussion is held around their progress meeting the outcomes stated in the plan. Amendments to the plan can be made which are then agreed by the Local Authority who will issue an updated plan.

9. Who should I contact if I want to find out more information or think my child may have SEND?

If you have any concerns about your child's progress, your first point of contact should always be the form tutor. Following this communication, the form tutor will contact the SENDCo to discuss these concerns, if appropriate. This is the first step in the graduated response of a student's needs.

The contact details for members of staff who are able to support students and families with additional needs are:

Mrs Julie Evison-Williams	Mrs Jo Peck	Mrs Louise Smith
SENDCo	Deputy SENDCo	Deputy SENDCo

Contact - swasendoffice@stamfordwellandacademy.org

Telephone – 01780 761000

10. How do we know if the support we offer and provide is effective?

We continuously ensure the provision we provide has a positive impact on the outcomes for all of our students. Students' academic progress is monitored termly through tutor mentor meetings. The progress of students with SEND is monitored by both the class teacher and the SENDCo using summative assessments and day to day informal assessments that can be made during lessons. The information regarding progress is then used to evaluate the effectiveness of the support given. We also gather information from students, parents/ carers as well as professionals from other agencies. The impact of interventions can be measured through SMART target setting at the start and by reviewing progress at the end. This can be in the form of data, for example reading age or standardised scores or, in the case of social interventions, progress can be evaluated by whether or not the student has met the targets set out at the start of the programme.

Other methods of our evaluation include:

- Provision Mapping
- SENDCo/SLT/Academy Counsellor monitoring
- Performance Management Targets
- Teaching and Learning Audits
- Intervention Impact Reports

It is of the upmost importance to us that the provision we provide is effective and therefore we regularly review its impact. The SENDCo reports the impact, evaluation and effectiveness of provision to the Senior Leadership Team on a termly basis.

11. What are the arrangements for consulting parents/carers of students with SEND and involving them in their child's education?

We take our responsibility to work with parents/carers very seriously. We strive at all times to provide the information needed for parents/carers to make informed decisions about their child's education.

- We will work to ensure that everyone is clear on what the agreed outcomes are for the child and what the next steps are to achieve these.
- We will work to develop a strong understanding of the student's areas of strength and where additional support is needed.
- We will take into account parental concerns and work towards solutions.
- We will notify parents/carers when it is decided that a student will receive SEND support.
- We will draw attention to available support outside school (e.g. Special Educational Needs and Disability Advisory Support Service - S.E.N.D.I.A.S.S. (formerly Parent Partnership Service).
- Where necessary, students and parents/carers will be involved in creating a PEEP (Personal Emergency Evacuation Plans).

Parents/carers can support the school by encouraging the student to fully engage with their learning and any interventions offered by:

- Helping them to be organised for their day (including bringing the right equipment and books)
- Full attendance and good punctuality
- Completion of homework
- Attending parent/carer meetings
- Attending any meetings specifically arranged for your child

12. What are the arrangements for consulting with students with SEND and involving them in their education?

Students are encouraged to take part in student voice activities; regularly evaluate their work in lessons; attend review meetings; contribute to the assess, plan do and review process and reflect on their learning and achievements. Tutor mentoring takes place where students have detailed discussions with their form tutor about their attainment, progress and next steps for improvement.

All students who have been identified as having SEND at Wave 4, and many at Wave 3, will have an allocated Key Worker who will oversee the assess, plan, do and review process.

Students will have regular opportunities to consult with their Key Worker regarding their education, general progress and well-being.

13. How does the school involve other bodies, including health and social care, local authority support services and voluntary sector organisations in meeting a student's SEND and supporting their families?

Stamford Welland Academy has developed effective working relationships with a wide range of external partners, professionals and agencies. These services are contacted when necessary and appropriate, according to a student's needs. The school works closely with local county councils and we use the Early Help Assessment process when appropriate to do so.

A variety of support services are available for the parents/carers of students with SEND. In Lincolnshire, these can be accessed through the following:

Early Help Assessment - <https://www.lincolnshire.gov.uk/keeping-children-safe/team-around-child>

Liaise is Lincolnshire's Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) - <https://www.lincolnshire.gov.uk/liaise>

Lincolnshire Local Offer - <https://www.lincolnshire.gov.uk/send-local-offer>

14. What are the arrangements for supporting students in moving between phases of education and in preparing for adulthood?

Transitions can be a complex and daunting time for some of our students. These transitions can include:

- Moving to Stamford Welland Academy from primary school or another secondary school
- Moving from Stamford Welland Academy to another secondary school
- Moving classes or groups within school
- Having a new teacher
- Moving from Stamford Welland Academy to work or college

Stamford Welland Academy is committed to working with students, their parents/carers and families, and other settings/providers to ensure that we use foresight and our collective expertise to ensure that positive transitions occur.

Planning and support for transition is a particular and important element of our provision for all SEND students at Stamford Welland Academy. Planning for transition from Year 6 to secondary school begins as soon as possible in Year 6. For those students with EHCPs, the SENDCo will liaise with the family and primary school prior to starting in Year 7 to ensure that provision is in place and there is as smooth a transition as possible.

If a student is identified as someone who may find the transition to Secondary School a daunting or challenging experience, we can offer an extended induction programme.

From Year 8, transition planning starts for the move into Key Stage 4 and from there into sixth form, college or employment. The SENDCo works closely with other providers and settings to ensure a transition which is as smooth and positive as possible for students with SEND. The school has a dedicated Careers Advisor who is able to support students with their transition planning.

For students with an EHCP, additional information is gathered and shared with future education providers, ensuring the most appropriate provision and support is available.

15. What adaptations are made to the curriculum and the learning environment for students with SEND?

We maintain high expectations for all pupils to access the full breadth of our ambitious curriculum. All children are expected to attend every subject, with only very rare, short-term exceptions. Where a temporary adjustment is necessary – typically in a single subject – we implement a clear, planned strategy to reintegrate the student as quickly as possible. For example, some pupils with Autism may initially find music lessons overwhelming. In these cases, we provide structured support such as short, manageable sessions, planned sensory breaks, and reasonable adjustments. Through this graduated approach, most pupils are fully integrated by the end of the first half term.

Most of our students follow a traditional curriculum, however a small number of students have a more personalised curriculum to match their individual needs and abilities. This may include option choices, additional literacy or other intervention groups.

16. How does Stamford Welland Academy use its resources to support students with SEND?

Each year the school receives guidance about how to support children with SEND with resources being allocated based on evidence of need and effectiveness.

At the start of each year we map out students' needs against our resources to ensure the appropriate provision is in place.

As each student is unique our resources are used dependent on need. Journeys throughout students' school life will change and we will adapt our use of resources accordingly. Day to day intervention and support is geared around students' ever-changing needs and life stages, in a bespoke format arranged and challenged through Intervention Impact Reports.

A student may find that they need more support at certain times of the year. We endeavour to meet the learning needs of the student when they need it and plan for those occasions in advance to ensure optimum resources are given.

We have a SEND area in school with dedicated learning spaces and a sensory room.

17. What expertise and training do staff complete to support students with SEND?

Annual training covering various aspects of SEND is offered to all staff as part of the Trust and School's training programme. Staff have received and continue to receive training across all areas of need identified in the SEND Code of Practice. Julie Evison-Williams, the SENDCo, and Jo Peck, the Deputy SENDCo, have completed the National Award for Special Educational Needs Co-ordinator.

18. How do students with SEND engage in the activities available with those in the school who do not have SEND?

A large range of academic and hobby/interest clubs are available at Stamford Welland Academy through our Session 6 programme. These are open to all students, including students with SEND; the timetable is available on the school's website. All students are also encouraged to complete the "41 things to do before you are 14" encouraging students to have new experiences, explore new places, have adventures and support others. We also have a thriving Combined Cadet Course which is available to all students from Year 8 onwards.

Day and residential trips are open to all children and your child's specific needs can be discussed if they wish to join such a trip. All staff actively welcome and encourage participation in activities beyond the classroom, ensuring reasonable adjustments are made so every pupil can access opportunities.

19. What support is available for improving students emotional and social development?

At Stamford Welland Academy we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of student support and guidance. One way we support our students is by assigning them to a form tutor who will remain with them as they progress up the school. This provides continuity and builds a strong relationship between tutor, students and parents/carers.

There are additional members of staff who are able to provide pastoral support, these include: Head of Houses, Student Support Assistants, School Counsellor, ELSA (Emotional Learning Support Assistants), Teaching Assistants and Key Workers. We also have therapy dogs which help to contribute to students' relational and emotional development.

20. What are the arrangements for handling complaints from parents/carers of students with SEND about the provision made at the school?

We hope that by maintaining a regular dialogue between parents/carers and school you will not have cause to make a complaint. However, if you do, the process is outlined below:

1. Contact the SENDCo - Julie Evison-Williams, Stamford Welland Academy, Green Lane, Stamford, PE9 1HE Tel: 01780 761000. A meeting will be set to discuss and work towards a resolution of your complaint.
2. Should the complaint not be resolved satisfactorily at the meeting please refer to Meridian Trust Policies on the school's website.

References

Special Educational Needs and Disability Code of Practice: 0 to 25 years (published by the Department for Education, January 2015 and available for download at <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>)

Appendix 1

Graduated Approach

APDR cycles - termly

Using teacher assessment, data, cycles of APDR, parent/child involvement. Refer to SENDCo

SENDCo discussion with parent when more specialist involvement is required.

SENDCo makes a request for EHCP if applicable



Students can move up and down based on the provision they are receiving

- What every student receives
- All staff responsible for ensuring Wave 1 provision is delivered
- Teacher standards
- Class teacher has implemented QFT classroom strategies
- Reasonable adjustments are in place

- Not making expected progress despite reasonable adjustment at Wave 1
- QFT and short-term specific intervention required (specialist, class or curriculum)
- Baseline assessments to be completed with recommendations

- In-depth assessment to establish area of need
- Ongoing, specific support to address child's SEND. Evidenced based intervention monitored by SENDCo
- Young person will have individual learning plan, measurable targets, provision outlined
- Specialist support from outside agency
- SENDCo involved in coordinating provision, assessment, measuring impact and liaising with outside agency
- Student recorded as SEND Support (K)

- Support over and above, additional and different
- Highly personalised and closely monitored specialist provision
- Specialist support from external services
- Students recorded as EHCP (E)

Appendix 2 - Key Responsibilities

Class teachers are responsible for:

- The progress of the child in their lessons, including students with SEND in the classroom, and for providing an appropriately adapted curriculum. They can draw on the SENDCo for advice on assessment and strategies to support inclusion.
- Planning and delivering individualised programmes for SEND students, through Quality First Teaching.
- Where relevant, making appropriate use of the Teaching Assistant. The Teaching Assistant is there to assist; responsibility for the class is in the hands of the teacher.
- Being familiar with the needs of students in their class who have SEND, and to be familiar with all information as detailed on the SEND Register.
- Contributing to the student's SEND reviews (as required).
- Making themselves aware of policy and procedures for the assess/plan/do/ review and graduated response
- Giving feedback to parents/carers of students with SEND.

Subject / Curriculum Leaders / Middle Leaders are responsible for:

- Ensuring that the requirements of SEND students are met in the Schemes of Work and that any examination course followed takes into account the needs of the students.
- Ensuring that progress is made for all SEND students in their subject area

Head of Houses / Senior Leaders are responsible for:

- Ensuring that subject leaders are meeting the requirements of SEND students in their lessons.

The Special Educational Needs and Disabilities Coordinator:

Ensuring that the Houses, SEND support team and teaching staff are meeting the requirements of SEND students

- Resolving any complaints, where the form tutor/ Senior Tutor has been unable to do so - Keeping the Senior Leadership Team informed about SEND issues
- Overseeing the day-to-day operation of SEND policy and procedure.
- Ensuring that an agreed, consistent approach is adopted
- Co-ordinating provision for children with SEND
- Liaising with and advising other staff
- Supporting class teachers and Academy teams in devising strategies, setting outcomes appropriate to the student's needs and advising on appropriate resources and materials for use with students with SEND and on the effective use of personnel within the classroom
- Maintaining the Academy's SEND register and records together with monitoring and evaluating the School's provision of support and progress of children with SEND in ensuring a graduated approach.

- Liaising with parents/carers of children with SEND needs (in conjunction with Academy teams, class teachers and TAs)
- Contributing to the in-service training of staff
- Key point of contact with external agencies especially the Local Authority
- Liaising with SENDCos in other schools to help provide a smooth transition from one school to the other
- Keeping aware of the latest legislation, guidance and best practice regarding SEND
- Tracking students' progress
- Ensuring that students entering Key Stage 4, if needed, are assessed for Exam Access Arrangements according to the Joint Council for Qualifications exam regulations, and applications are made.

The Headteacher is responsible for:

- The management of all aspects of the Academy's work, including provision for all students with SEND
- Keeping the School Counsellors informed about SEND issues inc: progress of SEND students
- Working closely with the SEND Team within the Academy
- Ensuring the implementation of policy and procedures to do with SEND

The Academy Council will ensure that:

- SEND provision is an integral part of the school improvement / development plan and the necessary provision is made for any students with SEND
- All staff are aware of the need to identify and provide for students with SEND
- Students with SEND join in school activities alongside other students, as far as is reasonably practical and compatible with their needs and the efficient education of other students
- It reports to parents/carers on the implementation of the school's SEND policy
- It has regard to the requirements of the SEND Code of Practice (2015)
- Parents/carers are notified if the school decides to make special educational provision for their child
- It is fully informed about SEND issues, so that it can play a major part in school self-review
- It sets up appropriate staffing and funding arrangements, and oversees the school's work for students with SEND
- The quality of SEND provision is monitored
- They approve the SEND Information Report on an annual basis



APDR Start Date:

Name:

Year:

Attendance:

Oct '25	Feb 26	May 26

Tutor:
SSA:
Key Worker:

Assessment Key

MTG – Minimum target grade
EOC – End of course
Standardised score – a score between 60 and 140 where 100 is the average (**SAS**)

P+ Making quicker than expected progress
P Making expected progress
P- Making slower than expected progress

Exceeding national expectations 8/9 (**EX**)
Above national expectations 6/7 (**AB**)
In line with national expectations 4/5 (**IL**)
Working towards national expectations 1/2/3 (**WT**)

Assessment Data:

	MTG	EOC	MTG	EOC	MTG	EOC
Eng						
Ma						
Sc						

Other/ Notes:

ASSESS	STUDENT VOICE
Summary of Need (include any changes to need for each APDR cycle)	<p><u>My strengths.</u></p> <p><u>What helps me to learn?</u></p> <p><u>My aspirations for the future.</u></p>
Notes from Academic mentoring:	

PLAN Oct 2025	DO	REVIEW February 2026		
SMART outcome (short term priorities)	Planned intervention/strategy.	Review Date: Oct 2025 What has been done? When, how often and by whom?	Impact of intervention, progress, what has worked well? Areas to develop? Has target been met?	<u>Student review of progress.</u>