



# SEN Information Report SEND Provision

## Document Control

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Updated in Blue from last version (8)

## Introduction

Welcome to our SEND Information Report which forms part of the Central Bedfordshire 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 learners 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 Stratton Upper School. It should guide families when deciding if Stratton Upper School 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 make progress at school which is appropriate to their age.

### What is the Local Offer?

In 2014, SEND reforms came into force with a new Code of Practice. This means that local authorities and schools are now required to publish and keep under review information about services they expect to be available for the children and young people with SEND, aged 0-25. This is known as the Local Offer.

The Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

It will include information about the following:

- Services and support available.
- How children and young people's needs are identified and assessed.
- The way schools, colleges and maintained nurseries support children and young people with SEND.
- How to access services and explains how decisions are made.
- Preparation for adulthood and independence.
- Arrangements for making a complaint and mediation.
- How to comment on the local offer.

It can be accessed at

<https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/home.page>

### What is our trust approach to teaching students who have SEND?

All Meridian Trust staff will 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 observations, work scrutiny by Curriculum Leaders and Senior Leaders, learning walks (when senior staff and/or SENCo follow a student or group of students to see at first hand their learning experiences), regular professional development training for all staff. The schools training schedule for this academic year has allocated six dedicated training sessions.

All teachers and SEND support staff will be informed about your child’s individual needs and will adjust their lessons to meet needs identified. 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 things do, a student may be offered additional help and support, in which case you would be informed. There are a range of interventions and additional subject support which are available, and should your child need this, it would be discussed with you.

#### Areas of need in SEND.

There are four broad areas of need, although Stratton School recognises that a student’s needs may fall into one or more categories. We provide provision for all areas of need in line with the appropriate provision students require.

1. Communication and Interaction (C&I): Students with speech, language and communication needs have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand what is being said to them. They may not understand or use social rules of communication. Children with [Autistic Spectrum Conditions](#) including Autism or Asperger’s can have 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.
2. Cognition and Learning (C&L): A broad ranging group of learning difficulties including Dyslexia and Dyspraxia as Specific learning Difficulties, Moderate learning Difficulties, Severe Learning Difficulties 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 where children and young people have severe and complex learning difficulties with physical disability and/or sensory impairment.
3. Social Emotional and mental Health (SEMH): Children and Young people diagnosed with Attention Deficit Disorder or Attention Deficit Hyperactivity Disorder 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.
4. Sensory and or Physical Needs (SI/PD): Children and Young people with Hearing or Visual Impairment, or Multi-Sensory Impairment may need additional specialist support or equipment to access the curriculum, or rehabilitation support. Some with physical disability 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.

### Provision and Funding

The SEND Team offers support to students in Years 7-13, working particularly with those within the Graduated Approach [who may require targeted support](#), Wave 3 and 4 and where needed Wave 2. [Our Wave 1 students that may have a barrier to learning, will have a passport on BromCom to outline reasonable adjustments that are to be made in the classroom.](#)

The SEND Team, in conjunction with Senior Leadership Team (SLT), Senior Tutors, Tutors, Heads of Faculties and subject teachers, offers support to students in coping with and overcoming barriers to learning.

The Local Authority (LA) allocates a budget to all schools based on a funding formula for each financial year. Funds have been allocated to us in the following way:

- Element 1 – Money for every individual student on the school's role.
- Element 2 – Additional 'delegated' money for students on the schools SEND register.
- Element 3 – Additional 'top-up' money for students with an EHC Plan.

The delegated and top-up money is used to fund SENDV provision at Stratton School. This fund supports interventions, teaching Assistants (TAs), [targeted classrooms](#), SEND resources and materials. We also seek to gain additional funding for wave 3 students through the LA Access and Inclusion Early Intervention Funding.

We [also](#) receive Pupil Premium money to support disadvantaged students, Looked after Children and Young Carers.

### How will we secure equipment and facilities to support pupils with SEN?

The school uses its own budget to provide most resources and facilities that are needed to provide for the pupils.

### How does Stratton School identify children and young people with SEND?

Stratton School acknowledges that students' needs should be identified and met as early as possible. The SEND Team in conjunction with tutors, subject teachers, curriculum leaders and senior tutors, closely monitor the progress and attainment [of wave 2, 3 and 4 students](#).

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 child's previous rate of progress
- The attainment gap widens
- It can also include progress in other areas than attainment, as stated in the Code of Practice

However, identification may also be as a result of:

- Teacher concern
- [Parental/carers concerns](#)
- Tracking individual student progress over time
- Liaison with feeder schools on transfer

- Information from external services

- Pupil Voice

If further assessment is required, we use a variety of assessment tools appropriate to the area of need, to support us identify specific areas of difficulty, to explore appropriate intervention and provision to support the child with their needs. If it is thought a child 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 SEN 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 schools SEND systems at the appropriate [wave](#), which is accessible to all staff. A visual representation of the system can be found in Appendix 1.

#### How will my child and I know that my child is making progress?

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 3 times a year which is communicated to parents/carers by a report that is sent home. Additionally, parents' evenings are held once a year when there is an opportunity to discuss progress, attainment and next steps. Students on the register coded as W3 and W4 will have an APDR and Passport, which is reviewed 3 times a year. The first point of contact is the Tutor [for all students at Stratton and if required, the Assistant SENDCO and/or SENDCO will meet with parents/carers.](#)

All students with an Education, Health & Care Plan have an Annual Review, where a discussion can be held around the progress of meeting the outcomes stated in the plan.

#### How will Stratton School support my child and how will the curriculum be matched to support my child's needs?

All Students access:

- Quality First Teaching that includes differentiated approaches by subject specialist teachers.
- Teaching that is informed by assessment, planning and review.
- High expectations for each student in their class regardless of SEND.
- Multi-sensory teaching to enable each student to participate in all lesson activities.
- Relevant student information provided for all teaching and support staff.

Some students are identified by the subject specialist teacher, the SENDCo and/or parent/carers as needing some additional specialist support (described as School Support in the Special Educational Needs Code of Practice 2015). They may access:

- Additional in-class support provided by a Teaching Assistant.
- [Specialist targeted interventions delivered by either a TA, HLTA, Assistant SENDCO or SENDCO.](#)
- Specific strategies that may have been suggested by the SEND Department and/or professionals, [which can be added to their passport if required.](#)
- Access to specialist professionals. This will help the school to understand your child's particular needs better and therefore support them more effectively, if required.

- Access to the SEND Base which supports students who display Emotional Based School Avoidance and Non- Attendance (EBSNA) behaviours, and this is used as a launch pad to reintegrate into their lessons and increase attendance to their education at Stratton. This is directed by both the pastoral team and the SEND Team. These will be timetabled for the student and bespoke to the individual. This is data led and will be an invite only in line with the need of the individual child.
- There is an Appropriate Provision curriculum that targets preparation for Adulthood for KS4, this will be in replacement of an option block. This is an invite only option and will be data led during the identification process.

A few students may require or have an Educational Health Care Plan (EHCP). This support is available for those students whose special educational needs are severe, complex and lifelong. These students experience specific barriers to learning and require specialist support. The school, or parents/carers themselves can request that the Local Authority carry out a Statutory Assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child. The process is as follows:

- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a Statutory Assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an EHCP. If this is not the case, they will ask the school to continue with the current level of support and set up a meeting in the school so that a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline a budget and the SENDCo, along with the parents, student and other Professionals will determine what the intended outcomes for the student should be and a support package put in place to achieve these.

Stratton School supports inclusion, independence and meaningful progression for all students, including the more able. Every student has access to a full range of assessment and accreditation opportunities considering their individual needs.

#### What are the arrangements for assessing and reviewing children and young people's progress towards outcomes?

- All students, including those with SEND, are assessed on a regular basis, in accordance with the school's assessment policy.
- Teachers formally assess and review progress and attainment 3 times a year which is communicated to parents/carers by a report that is sent home.
- Parents' evenings are held once a year when there is an opportunity to discuss progress, attainment and next steps.
- SEND students are part of the Assess, Plan, Do and Review (APDR) process. Students meet with the Assistant SENDCO or SENDCO and discuss their progress, setting SMART targets, [looking at their data and putting a plan in place to achieve their potential for the next term.](#) This information is centralised on BromCom.

- Interventions will be delivered over a fixed period of time of between 6-12 weeks depending on the nature and type of intervention.
- Students are assessed at the beginning and the end of interventions to measure impact. At the end of the intervention period student progress will be reviewed and if required further interventions will be put in place.
- All students with an Education, Health & Care Plan have an Annual Review, where a discussion can be held around the progress of meeting the outcomes stated in the plan.

#### Who are the best people to talk to at Stratton School about my child's difficulties with learning?

Pupils may raise a concern with their subject teacher, form tutor or any member of staff with whom they may have a good relationship. In the first instance, parents should contact the tutor or subject teacher directly with their initial concerns as they are often best placed to provide adjustments to learning on a day-to-day basis. This may be escalated then to the Senior Tutor or Head of Subject who are able to put in provision and advise their teams further. At this stage, additional subject level interventions may be put in place. If a member of staff or parent still has concerns about a young person after making reasonable adjustments, then an [inclusion referral](#) can be made to the SENDCO for [further exploration of support if required](#).

The SENDCo: Natalie Bramley

Responsible for:

- Developing and reviewing the school's SEND Policy.
- Co-ordinating the support for children with special educational needs or disabilities (SEND).
- Ensuring that [the SEND Team](#) keep parents/carers informed about the support your child is receiving [through targeted support that is delivered by the SEND Team](#).
- [Triangulating information to teaching staff on any reasonable adjustments that are to be made in the classroom](#).
- Liaising with professionals who may be coming into school to help support your child's learning, e.g. Educational Psychologist, [or outreach workers](#).
- Updating the school's SEND Register (a system for ensuring that all the SEND needs of students are known by all teaching staff in school) and making sure records of your child's progress and needs are kept. Only students who access [targeted support for longer than 12 weeks teaching](#) and/or support that are different from usual excellent classroom teaching (known as quality first teaching) will be included on the Register with the consent of parent/carer. [If this support does not need to continue as the student has made progress, they will be removed from the SEND register and parents/carers will be informed of this. If a student has a diagnosis this does not determine being on a SEND register, in line with the SEND Code of practice.](#)
- Providing support for teachers and support staff in the school, so that they can help students with SEND to achieve the best progress possible.
- Effective transition from primary settings for those with identified SEND.
- Providing specialist teaching for identified students.
- Assessing and ensuring that appropriate examination arrangements are put in place for those students who require these. [This has to be their usual way of working in school so it is mirrored in exams. There has to be sufficient evidence from teachers for 25% extra time in exams and has to be tested externally. It is vital to exhaust rest breaks prior to extra time in exams. This is in line with the JCQ guidelines. There are deadlines to apply for EAA and](#)

subject teachers and SEND are to work together with exams to gather the relevant evidence to mirror the students' normal way of working.

- Oversight of the SEND Team and the day-to-day operations.
- Strategic oversight of SEND Faculty and provision for whole school SEND.
- Analysing student Progress and Data when required.

The SEND Team can be contacted either by:

- Email – [SENDCO@stratton.school](mailto:SENDCO@stratton.school)
- Phone – 01767 220 000

#### How are resources allocated and matched to the student's SEND?

- Deploying additional Teaching Assistants to work in class with groups of students.
  - The SEND department will run interventions during lessons, including support for those who require assistance for literacy and numeracy.
  - The SEND department provide a quiet space for vulnerable students during unstructured times.
  - The SEND department support with external groups to work with students to develop social skills for identified students.
  - The SEND Department provide a modified curriculum which is an invite only process.
  - Laptops are made available to students who have a need linked to slow processing, barriers with handwriting, verbal response does not match their written response.
  - Reading pens are available for those who have difficulties reading.
  - Students will be provided with reasonable adjustments to help them access their learning and would be included on their passport for stakeholders to be made aware.
  - Targeted support is reviewed, and changes made as necessary to ensure that the needs of all students are met proactively, and resources deployed effectively.
  - If required, students can wear ear defenders or loops to reduce surrounding noise. Students will not be permitted to wear headphones or earphones that have the ability to play music through them. This is to prepare students for exams as it has to be their usual way of working in school.
- Students with dyslexia who require an overlay are responsible for providing their own in school.

#### What adaptations are made to the curriculum and the learning environment of children and young people with SEN?

Most of our students follow the whole school curriculum, however a small number of learners have a more appropriate curriculum to match their individual needs, interests and abilities. This may include different option choices, additional literacy, intervention groups and a reduction of number of qualifications studied.

#### How will my child be included in extra-curricular activities and trips?

We try our best to ensure that trips are accessible for all students wherever possible. If appropriate, additional adult support will be made available to ensure that your child is fully included. Risk assessments are carried out to ensure that Health and Safety requirements are fully met. Where

possible travel will be fully accessible to all students. All students can participate in a wide range of extra-curricular clubs and activities.

### What support will there be for students' overall well-being?

Some students may require additional support to ensure that emotional, social and mental health is appropriately developed and nurtured. These needs can be shown in different ways, including anxiousness, behavioural difficulties.

We offer a range of Interventions to support students in Stratton School. Interventions to support social emotional, and mental health are varied dependent on the level of the support required. For low level SEMH support, a student can access a walk and talk intervention with Belle our wellbeing dog. A member of staff is timetabled to be with a student, talking through any issues, worries or concerns. Alternatively, for low level SEMH needs students can be timetabled with Belle in our SEND Base for petting time to improve mood. For further targeted support which is still lower-level support; Zones of Regulation is delivered by a member of staff to explore managing emotions and developing the student's emotional literacy. The SENDCO is trained in Therapeutic Thinking and Thrive Trained and can deliver 1-1 bespoke Thrive sessions which are tailored to the needs of a student. These sessions are targeting moderate SEMH needs for students. For moderate SEMH needs, students also have access to our in-house school Counsellor, and we have the MHST on site who can triage a referral sent to them by the House Team.

For those students who may find break and lunch times we also offer a safe space away from the busy areas of school that is supervised by Teaching Assistants

All students are in Tutor Groups that provide the opportunity to explore Personal, Social and Health Education and support this development. There are many extra-curricular clubs that your child may participate in.

Students will have access to their House Hub where they can speak with their Senior Tutor or a Student Support Administrator (SSA). The Hub supports students who may need some time out of the classroom to support their Emotional, Social or Mental Health needs. Students will be able to discuss and come up with strategies to overcome their anxieties.

If your child needs additional support to that which the school can provide through the Pastoral system, then with your permission we may access further specialist support through, for example, the EHA (Early help assessment) process.

### Appropriate Provision

For those students whose needs are significantly high and are not able to be met through a mainstream education, the SENDCO will work with CBC and parents/carers to explore Appropriate Provision. This is explored case by case with the support of external professionals.

### Specialist services and expertise available through referrals by the school include:

- Educational Psychologist
- Autism Advisory Service
- Child Development Centre
- Hearing Support team
- Occupational Therapist
- Speech and Language Therapist

- Visual Impairment Service
- [Oakbank](#)
- [MHST](#)
- CAMHs
- Early Help Assessment team

We access these specialist services where we feel additional advice is required to support a student.

#### What training do the staff who support SEND receive?

Every teacher is a teacher of SEND. It is part of the SENDCo's role to support subject teachers to assess, plan, monitor and review the progress of students with SEND. Training and support is provided for all teachers and teaching assistants to ensure sound differentiated classroom practice (quality first teaching). Training and support is provided for all teachers and teaching assistants that is specific to the individual needs of the students, for example, diabetes training. Individual teachers and teaching assistants attend a wide range of internal and external training that ensure staff develop a wide knowledge and experience base of Learning difficulties.

#### How is the school environment accessible for students with SEND?

- The school is compliant with the Equality Act (2010) requirements.
- Provision has been made for those with medical conditions, as well as visual and auditory disabilities and wheelchair users.
- Specialist equipment is purchased and provided as appropriate.
- There are lifts to upper floors at the back of school and in the Science Block.
- Where there is no lift, students can be accommodated on the ground floor.
- There are toilet facilities with disabled access.
- Outside areas of the school environment are accessible to all students regardless of SEND.
- Extra-curricular activities and trips are accessible for students with SEND.
- PEEPs are in place

#### What are the arrangements for consulting with young people with SEND and involving them in their education?

Students are encouraged to:

- take part in pupil voice activities
- regularly evaluate their work in lessons
- attend review meetings
- contribute to outcome setting and reviewing
- reflect on their learning and achievements
- Contribute to their APDR and Passport, shared with all staff

#### Are parents/carers and young people encouraged to discuss and contribute to policies and practices relating to SEND?

Collaboration with, listening to and developing effective partnerships with parents/carers and their child is essential. Parents/carers know and understand their children best. Therefore, students and parents/carers are encouraged to participate in the development of, application of, and review of policies relating to SEND in various ways including;

- Academic Reviews
- Annual Reviews
- Parent/carer surveys
- APDR
- Risk assessments

How are parents involved in the school?

- Discussions with tutors
- Meetings with staff
- Open Days/ information evenings
- Option Choices
- Parents' Evening/ Progress reviews

What support services are available to parents?

The school runs Information Evenings for parents on matters such as revision techniques. We always aim to listen to parents concerns and will make referrals to specialist services, such as Early Help, SENDIASS if required. Our website signposts wider services, [if required](#).

How do we handle complaints from parents of children with SEN about provision?

There is an opportunity for all parents to raise concerns about their child's provision at any time through contact with either the tutor, subject teacher, the SENDCo or the head teacher. A parent might also contact an Academy Counsellor. If a concern is more formal the parent would be directed to the Complaints procedure which is found on the school's website. We would hope that through early intervention any complaints would be resolved without the need for this stage.

How does Stratton prepare my child for transition?

We work closely with our feeder schools to ensure a smooth transition of young people into the secondary school system. This includes:

- The SENDCo or appropriate representative of [Statton School requests the feeder school](#) to be a part of the Annual Reviews of those with EHC Plans in year 6.
- The SENDCo or appropriate representative of Statton School visits feeder schools to gather information in the Summer term.
- [There is an induction](#) day at the school in July for all students.
- An additional transition programme for SEND and vulnerable students identified by their current school is [offered and will be half a day at Stratton](#).
- Extra transition visits with TA support, if required.
- TAs/teachers may visit the middle school/ Primary School to observe students.
- The SENDCo meets with some individual parents of SEND students in the Summer term.
- Meet the Tutor evening – a chance to meet and discuss needs with parents in July.

Post 16: several different activities take place, including:

- The SEND Department will liaise with Sixth Forms and colleges as required and as is appropriate.
- Encourage students to attend Sixth Form and college open evenings.
- One to one/small group careers advice meetings for some students.
- RE/Supported Study lessons in Year 11 to help prepare and offer support for post 16 led by the careers advisor.
- 2-day Sixth Form Induction for yr11 in the Summer Term.
- Staff are available to support students with SEND in researching courses and completing college applications.

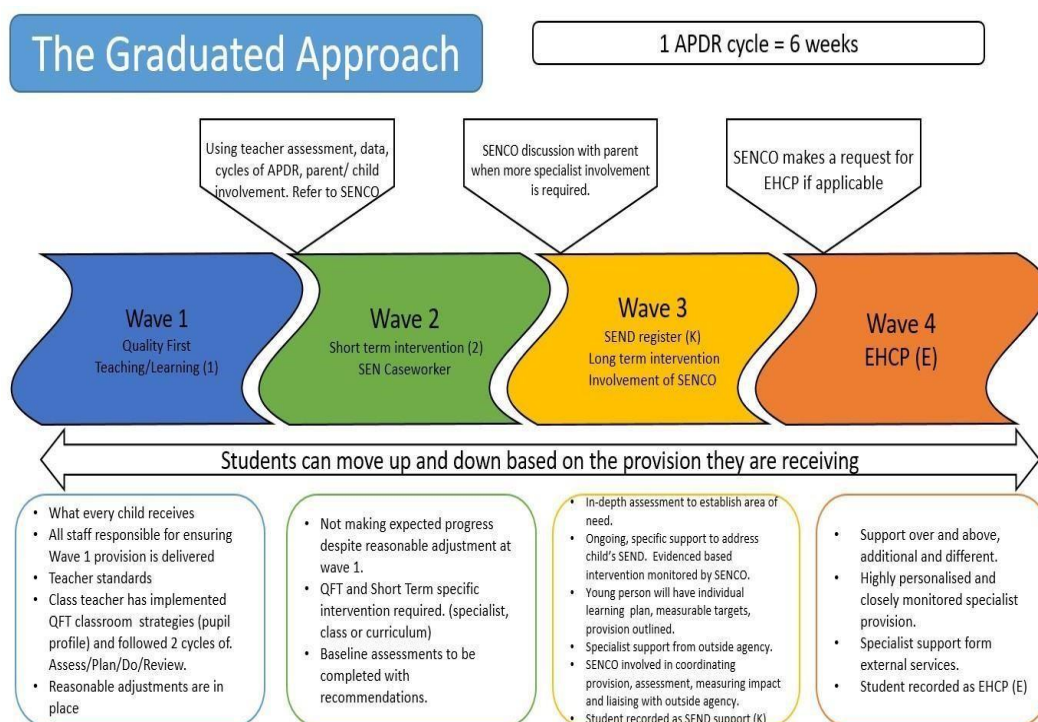
Transfer Arrangements and Preparation for adulthood

All documentation about special needs included in a student's record is transferred between schools. The Form 8 report that is submitted to the exam board before exam concessions are agreed is passed on to Post 16 placements with the student's permission.

All students have meetings with the dedicated Careers Lead during their time at Stratton School, EHCP students are allocated a LA Caseworker for CEIAG following school request. Students also take part in planned whole school activities to help them prepare for adulthood.

How do we evaluate the effectiveness of our SEN provision?

At Stratton School we look to continuously improve the provision for our students. The provision offered is reviewed annually, following the trust SEN Audit, to assess where change may be needed. We listen to the thoughts of teaching staff, parents/carers and the students in order to develop and improve our provision.



Appendix 1  
Graduated Approach

External contact details

Hearing Impairment Service:

Phone: 0300 300 8038 Website: [www.centralbedfordshire.gov.uk](http://www.centralbedfordshire.gov.uk)

Visually Impaired Service:

Phone: 0300 300 8038

Email: [VisualTeam@centralbedfordshire.gov.uk](mailto:VisualTeam@centralbedfordshire.gov.uk)

Website: [www.centralbedfordshire.gov.uk](http://www.centralbedfordshire.gov.uk)

CAMHs

Phone: Central Bedfordshire - 01234 310800 / 01234 310801

Website: <https://camhs.elft.nhs.uk/>