



***William Brookes School***  
***3-18 Education Trust***

Special Educational Needs and Disability (SEND)  
School Information Report  
(SIR)

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2025 -2026

This SIR works alongside and in conjunction with The Local Offer offered by the Shropshire Local Authority and various other school policies, namely the SEND Policy, Accessibility Policy, Attendance Policy, Pupil Premium Policy, Behaviour Policy and it is embedded in the Teaching and Learning Framework of the school.

Shropshire Local Authority: The Local Offer:

<https://new.shropshire.gov.uk/the-send-local-offer/>

Special Educational Needs Disability Co-ordinator:

Ruth Bennett: [ruth.bennett@wbs.318education.co.uk](mailto:ruth.bennett@wbs.318education.co.uk)

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**Author:** Ruth Bennett, SENDCo



**SEND Information Report  
William Brookes School  
2025-26**

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### 1. Statement of Intent

**Our SEND policy and information report aims to:**

- Set out how our school will support and make provision for students with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

**William Brookes School aims to be fully inclusive and celebrates neurodiversity, welcoming students with a range of special educational needs and disabilities.**

**The aims of our policy and practice are:**

- To make reasonable adjustments for those with SEND by taking action to facilitate and maximise access to the curriculum, opportunities provided by school and the school environment
- To endeavour to achieve best practice in relation to accessibility, SEND and inclusion
- To minimise barriers to learning
- To ensure record keeping and assessment are well maintained in relation to SEND
- To work collaboratively with the students, their parents and all professionals involved in their care, to establish SEND policy and practice which holds the child at the heart of all we do and facilitates practice being led by the voice of the child

**Our beliefs and vision are:**

That all children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their potential
- Become confident individuals, leading fulfilling lives
- Make a successful transition to adulthood, whether into employment, further or higher education or training.

SEND and inclusion is a golden thread throughout William Brookes School, with our Tokyo and Paris Hubs being situated right in the heart of the school and our students being central to our practice. Our aim is that all our learners with SEND access the majority of their lessons to receive support from the specialist subject teachers by learning within an engaging classroom environment. Some students will receive additional evidence-based intervention programmes to further support their progress. All teachers are aware of the individual needs of our students and follow recommended High-Quality Teaching strategies to adapt and personalise the learning to meet the needs of each individual and allow them opportunity to flourish and succeed.

**"SEND is our priority and everybody's business." (Shropshire SEND strategy, 2020)**

We believe that this statement embodies our ambition at William Brookes School. It is our priority to ensure that our community offers an enabling environment where our students feel safe, happy and well supported at every stage of their journey. To reach this goal, the SEND Team work very closely with our young people, their families, and teachers to ensure life at WBS is tailored to meet individual needs. We strive to ensure that every student can access their lessons independently and achieve their full potential socially, emotionally, and academically.

## 2. Legislation and Guidance

The SEND policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- Part 3 of the [Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and disabilities
- The [Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report
- [Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- School policies including Accessibility, Admissions, Anti-Bullying, Behaviour, Complaints, Equality and Safeguarding can be found here: [Policies - William Brookes School](#)

### 3. Definitions

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- 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
- A physical, medical, sensory or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### 4. Roles and Responsibilities

#### 4.1 The SENDCo

The SENDCo is Ruth Bennett [ruth.bennett@wbs.318education.co.uk](mailto:ruth.bennett@wbs.318education.co.uk)

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and external agencies to ensure that students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEND up to date

#### 4.2 The SEND Governor

The SEND governor is Julie Austin.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

#### 4.3 The Headteacher

The Headteacher is Ruth Shaw.

The headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

#### 4.4 Heads of Department

Each Head of Department (HOD) is responsible for:

- Providing inclusive and fully differentiated schemes of work and resources
- Checking that their departments' intent, policy and practice is in line with SEND and accessibility policies
- Monitoring Teaching and Learning including marking and assessment to ensure feedback is accessible to all students with SEND
- To monitor the academic progress of students with SEND against those without SEND and address any deficits through intervention in consultation with the SENDCo

#### 4.5 Classroom Teachers

Each class teacher is responsible for:

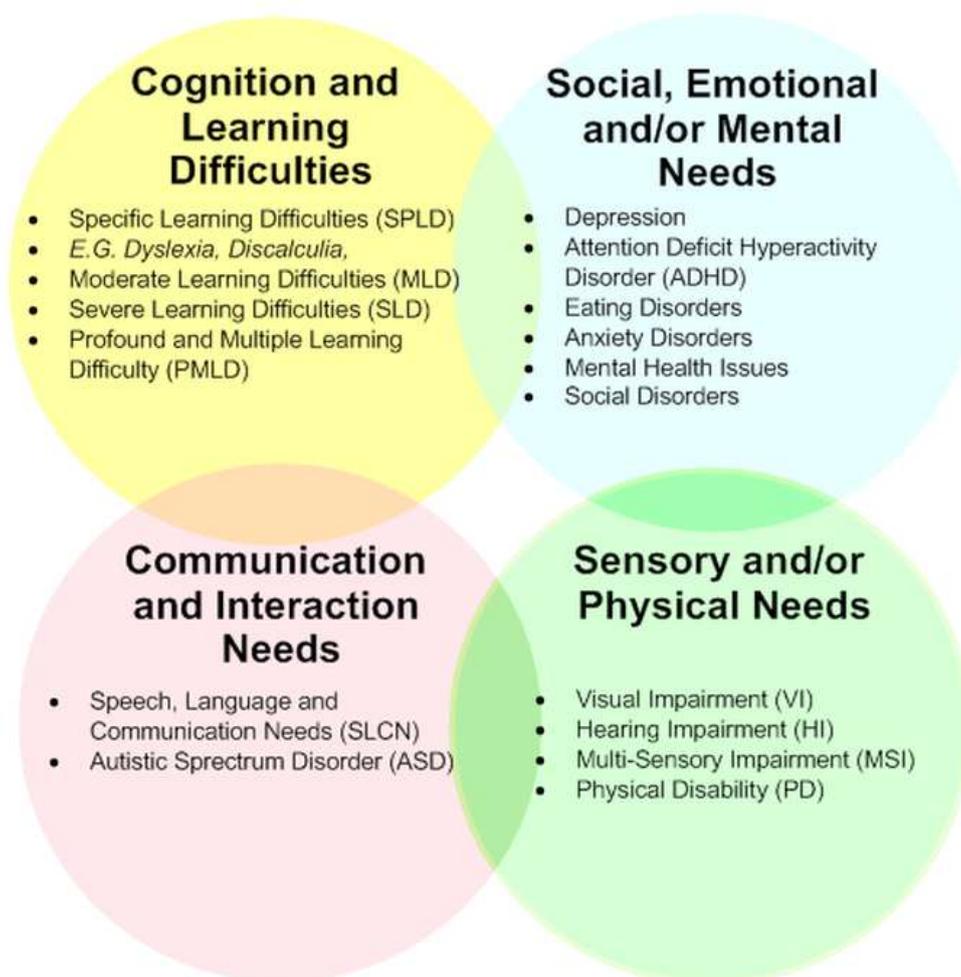
- Providing "Quality First Teaching" which promotes our ethos of inclusion
- The progress and development of every student in their class
- Implementing strategies and resources as guided by the SENDCo and making themselves aware of individual student passports and strategies linked to the student profile on Arbor.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy and keep up to date with SEND information and training as directed and shared by the SENDCo.

## 5. SEND Information Report

### 5.1 The kinds of SEND that are provided for

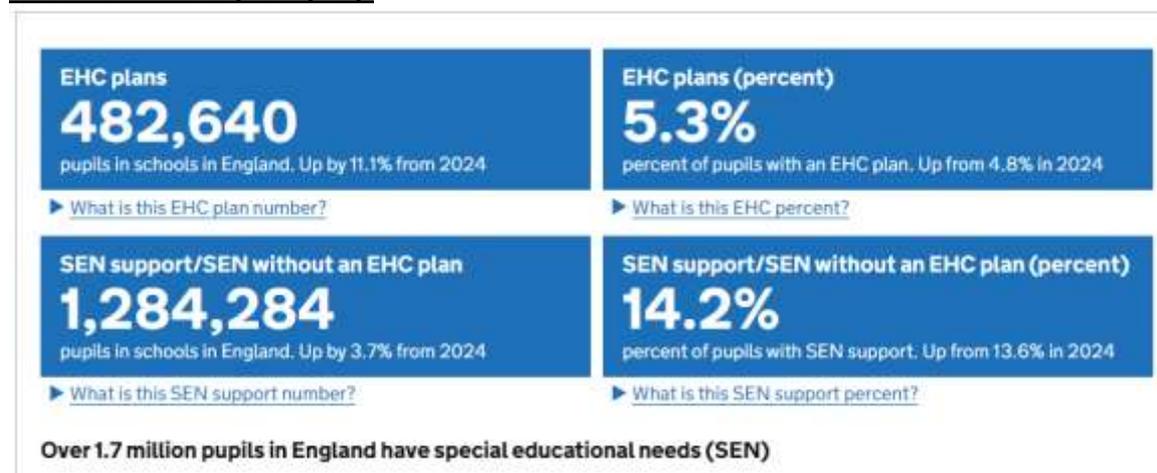
Our school currently provides additional and/or different provision for a range of needs and conditions, including:

- **Cognition and Learning**, for example, Specific Learning Difficulties including Dyslexia, Dyspraxia and Dyscalculia, Meares Irlens and Moderate Learning Difficulties including generalised and global learning difficulties and developmental delays
- **Communication and Interaction**, for example Autistic Spectrum Disorder, Speech, Language and Communication needs
- **Sensory and/or Physical Needs**, for example, visual impairments, hearing impairments, epilepsy, medical and physical needs including Cerebral Palsy
- **Social, Emotional and Mental Health Needs**, for example, Attention Deficit Hyperactivity Disorder (ADHD), generalised anxiety and a range of SEMH difficulties which call for professional intervention



## 5.2 William Brookes School Profile

### National Picture (2024/25):



**Source** [Special educational needs in England, Academic year 2024/25 - Explore education statistics - GOV.UK](#)

### William Brookes School Profile (Updated September 2025):

Headline Figures			
EHC plan	SEND Support (K)	Monitoring	Total
32	185	2	219

Figures based on Primary Area of Need			
Cognition & Learning	Communication & Interaction	Sensory &/or Physical Needs	Social, Emotional & Mental Health Needs
18.7%	20%	5.4%	19%

- 4.26 % of students at William Brookes School have an EHC plan, compared to 5.3% nationally.
- SEND support figures of 24.6 % are above average when compared to national data.
- The most common primary need for students with EHC plan at William Brookes School is Social, Emotional & Mental Health, with the most common need at SEND support being Communication and Interaction. Many students have co-occurring needs which fit into more than one primary area of need.
- SEND is more prevalent in boys than girls. Boys represent 63 % of those with an EHC plan and 69% of students with SEND Support.

### 5.3 Identifying students with SEND and assessing their needs

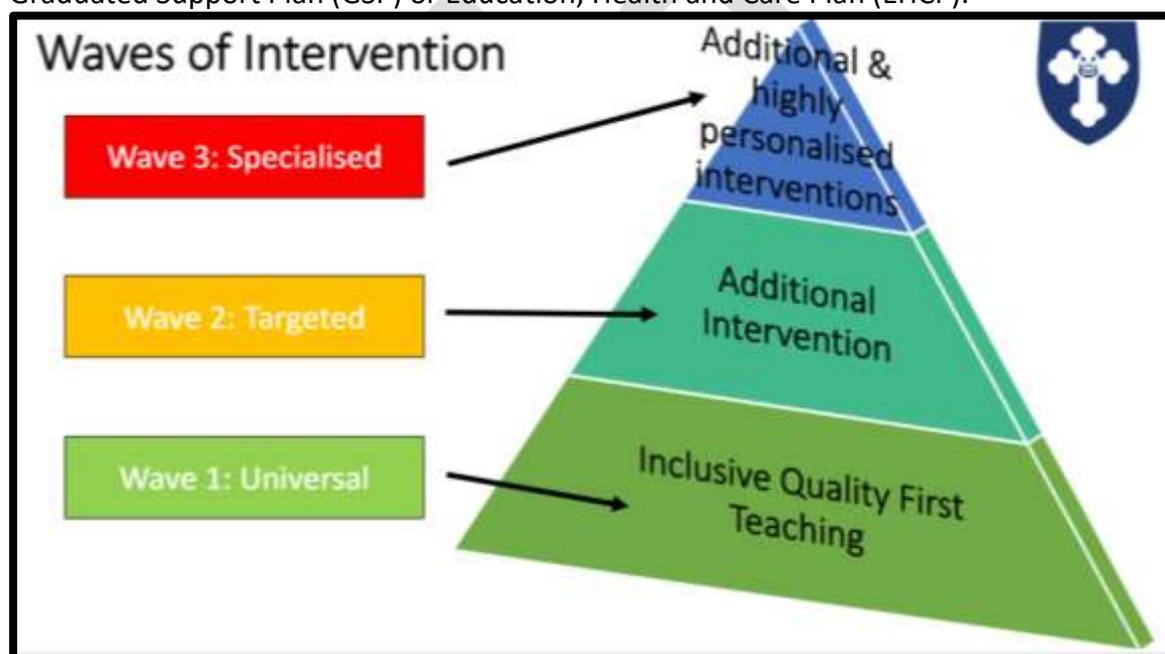
We follow a graduated approach to identifying SEND, providing appropriate provision, and monitoring and reviewing progress. Through assessment and screening, we aim to identify learning difficulties, and through collaboration between individual teachers, subject departments and the SEND Department, put appropriate interventions in place.

Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social and emotional needs. Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

As part of the graduated response, William Brookes School follows a waves of intervention model, where the majority of students' needs will be met through universal quality first teaching. Students who require additional intervention in order to address their needs will receive wave 2 support through additional intervention. A small number of students will require highly personalised interventions and will be assessed for a Graduated Support Plan (GSP) or Education, Health and Care Plan (EHCP).



William Brookes School recognises that other factors may influence progress and attainment that do not necessarily constitute a special educational need or disability. Such factors may include:

- Medical needs or significant illness
- Poor attendance
- English as an additional language (EAL)

- Pupil Premium or Pupil Premium Plus
- CLA/PCLA Children who are or have been previously “looked after”
- Home and family factors including poverty, housing difficulties or family illness
- Gypsy, Roma, Traveller or Forces children who have moved frequently

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our universal offer, or whether something different or additional is needed.

#### 5.4 Consulting and involving students and parents

William Brookes School aims to work collaboratively with students, parents and relevant external agencies towards co-production of provision planning. We will have an early discussion with the student and their parents when identifying whether they need special educational provision. Primary/Feeder schools and parents are strongly encouraged to alert the school to any known SEND before a child starts to enable adequate and effective transition planning and arrangements to take place. These conversations will make sure that:

- Everyone develops a good understanding of the student’s areas of strength and difficulty
- We take into account the child and parents’ views
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are in rare circumstances this may delay the start date for a student until suitable, adequate and effective transition planning and/or training has taken place to allow the child the best chances of safe and successful transition.

Opportunities for discussions and review will be held at Parent Consultation Evenings, Target Setting Evening for Year 7 and SEND seminars and consultation evenings. Parents will receive regular feedback from the students’ key worker which is normally their tutor, and through additional meetings which can be booked with the tutor, Head of Year Learning Support Team or SENDCo.

The school maintains and regularly updates a SEND list. The progress of the students on this list is monitored at least termly. The list includes pupils who have Education Health Care Plans (EHCP) and their progress will continue to be monitored and evaluated annually through the annual review process, in addition to internal monitoring of progress, at least termly. We will notify parents in writing when any changes are made to the SEND list concerning their child. Parents may request that their child is removed from the SEND list and decline additional support or intervention at any time by notifying the SENDCo in writing.

#### 5.5 Assessing and reviewing students' progress towards outcomes

We follow the graduated approach and the four-part cycle of assess, plan, do, review and the Local Authority’s Local Offer which can be found here: <https://shropshire.gov.uk/the-send-local-offer/>

The form tutor, Head of Year and subject teachers will work with the SENDCo to carry out a clear analysis of the students' needs. This will draw on:

- Teacher assessment and experience of the student
- Their previous progress and attainment and/or behaviours for learning
- Other assessments, where relevant and professionals' reports including medical updates
- The individuals' development in comparison to their peers and national data
- The views and experience of parents
- The students' own views
- Advice from external support services, if relevant

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We will regularly review the effectiveness of the support and interventions and their impact on the students' progress through internal intervention meetings. Parental or student concerns relating to learning progress in individual areas should be raised initially with the subject teacher and escalated if necessary, to the Head of Department.

#### 5.6 Supporting students moving between phases and preparing for adulthood

Parents of Year 6 students with an EHCP who would like to transition to William Brookes School are strongly advised to arrange a visit in the autumn term, and invite the SENDCo to attend the annual review meetings, so that transition can be successfully planned with bespoke arrangements if required.

Lucy Leason, as Year 6 transition coordinator and the SENDCo liaise with feeder primary schools during the summer term to make arrangements for transition. The SEND team will make contact with the feeder primary schools and arrange for additional transition work to take place where appropriate. There is an induction day for all Year 6 students in the Summer term, followed by a parent introduction and Q&A with the form tutor. Some student may require a more bespoke transition package including additional visits or an extended transition plan, this will be determined on a case-by-case basis.

From Year 9 onwards reviews will focus on the additional element of "Preparing for Adulthood" with discussions and targets incorporating further pathways, careers and life skills. Many elements of this are covered in the school's PSHE curriculum and we also are fortunate to have an independent careers advisor, Mrs Mel Lawrence, available for additional support and guidance. The SENDCo will be available to support decision making in the GCSE options process and some students may receive a bespoke and personalised curriculum through the vocational curriculum or off-site education.

We are also committed to supporting our students with learning needs as they move to post-16 provision. All Year 11 students with an EHCP have additional careers interviews prior to their annual review. We work closely and collaboratively local providers, with representatives from local colleges or training providers being invited to Year 11 EHCP annual reviews. Support can be given in school to complete application forms and

additional visits can be arranged to look at post-16. If a student has access arrangements in school, then these will be transferred to college alongside their SEND files.

### 5.7 Our approach to teaching students with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class. High quality teaching and assessment is our first step in responding to students who have SEND. Teachers at William Brookes will also practice adaptive teaching which aims to make each classroom more inclusive so all learners can make progress.

[What is Adaptive Teaching and Why is it so Important? \(nationalcollege.com\)](http://nationalcollege.com)

We can also provide the following interventions:

IDL Numeracy (online intervention)  
IDL Literacy (online intervention)  
KS4 English support (teacher intervention)  
KS4 Maths support (teacher intervention)  
Lexonic Leap phonics (HLTA intervention)  
Accelerated Reader  
Whole class group reading  
1:1 reading support (TA intervention)  
Assistive technology training  
Kooth wellbeing activities  
Social skills through games  
Lego Therapy  
A creative space  
Anger management  
ELSA sessions (Emotional Literacy support assistant)

**This list is not exhaustive, and all interventions are personalised to meet the students' individual needs.**

### 5.8 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Adapting our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, timers, colour coding, alternative methods of recording
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, using immersive reader and dictate functions
- Making written information more accessible, for example using coloured paper, large text, visual symbols and audio
- Making the environment as inclusive as possible through consideration of the students' sensory profile and the needs of those with visual or hearing impairment and those with physical disability for example, LED lighting has been installed, consideration of optimum seating position, use of ear defenders or other sensory, communication or movement aids
- Assistive technology can be used to make the learning more accessible, for example, use of a laptop/iPad, dictate and immersive reader

- For those with long term medical or health needs, the catch up curriculum and access to SENECA a research backed study platform.
- The physical environment can be adapted to meet needs through seating arrangements, early transition between lessons, use of accessible bathroom facilities, hoists and lifts
- A low stimulation environment can be assessed in the Tokyo and Paris Hubs.

#### 5.9 Additional support for learning and working with other agencies

We have a number teaching assistants who are trained in specific areas of need and can deliver a range of interventions. Only in exceptional circumstances will a young person be allocated full time 1:1 support (usually medical). Teaching assistants will usually support students within their classrooms. We will use the Tokyo, Paris and Rio Hubs to deliver targeted 1:1 or small group intervention and support.

We work with the following agencies to provide support for students with SEND and training or support for staff and/or parents:

- Trust Educational psychologist – Daniel Cumber
- Bee-U
- Early Help
- Sensory Inclusion Service
- Children’s Disability Team
- Social Services
- Medical and behavioural services
- Specialist nursing and medical teams including Children’s Diabetes Team
- Hospital teaching services
- Autism West Midlands
- Specialist Teacher Katie Wrenshall-Jones
- LifeShed – Coaching and Mentoring specialist service
- Bright Star Boxing
- Shropshire Adventures Centre

#### 5.10 Expertise and training of staff

The SENDCo, Ruth Bennett, has been a Science teacher for 25 years and has worked at William Brookes School for 15 years, previously holding the responsibility of Head of Sydney House. She has completed the National Award for Special Educational Needs Coordination (NASENDCo), holds a Teacher of Dyslexia Post graduated certificate and is continuing at Chester University to become a qualified assessor of Dyslexia. The Trust SENDCo, Sadie Howson provides guidance and support through SEND Network meetings.

As part of the team, we have a range of skills, including teaching assistants and HLTAs who are trained to deliver SEND provision and intervention across the areas of need. We also have a highly skilled Emotional Literacy Support Assistant and a language specialist. We have subject specialist teaching assistants in the core subjects of English and Science. We also have student support assistants who are undertaking qualifications to upskill in specific areas of need.

We carry out a continual cycle of CPD for all staff to include training and updates on the areas of SEND identified in section 5.1. Recent whole school training includes Attachment

Training through the Timpson Project and Adaptive Teaching. In the last year, the SENDCo has delivered two PD Day sessions on Quality First Teaching, following attendance on a DQFT course through Woodlands Outreach. The most recent whole staff training is on RADY – Raising the Attainment of Disadvantaged Young People to meet the needs of all students in order to create fully inclusive classrooms at William Brookes School.

#### 5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual and cohort progress towards targets and analyse areas of success and areas for development
- Reviewing the impact of interventions after 6-12 weeks using baseline and end quantitative and qualitative data including staff and student feedback
- Using staff, student and parent surveys
- Monitoring by HODs, HOY and the SENDCo, including learning walks and student or TA observations
- Holding termly and annual reviews for students with EHC plans and GSPs (Graduated Support Plans)

#### 5.12 Enabling students with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our students. All students are encouraged to go on our residential trips. All students are encouraged to take part in sports day/school productions/special workshops etc. Additional and collaborative planning may need to take place before certain trips and events to provision plan for students' needs and make reasonable adjustments where necessary.

#### 5.13 Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEND are encouraged to take part in all aspects of school life
- Students with SEND are also encouraged, where appropriate, to be part of clubs and intervention to promote teamwork/building friendships e.g. break and lunch access to Tokyo.
- Students with SEND are encouraged to be part of training for staff and peers and help lead initiatives e.g. mental health week or Autism Awareness
- Where students with SEND struggle with skills linked to healthy social and emotional development a range of interventions are offered (see 5.6)
- Pastoral support can be accessed through the Rio Hub
- Students can be referred to support from the School Nurse, Social prescriber and Mental Health Practitioners via the SEND or safeguarding team
- Students are signposted to Kooth for mental health support

#### 5.14 Securing equipment and facilities

The school receives funding to support the needs of pupils with SEND from:

- The Notional SEND budget
- Additional funding allocated for pupils with the most complex needs through the Local

Authority's High Needs SEND Funding allocation.

This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities, which might include:

- Targeted, in class differentiation to increase access to the curriculum
- In class or out of class adult support
- Small group interventions to enable catch up
- Provision of specialist resources or equipment
- Partnership working with other settings or specialists
- Access to the school nurse
- Support from external agencies, such as the Educational Psychology Service, Spectra, Cornerstones and Neurodiversity support workers.
- In some cases, funding is used to provide off-site provision to enhance the offer
- Access to support from in-school sources
- Specialist advice from services such as Occupational Therapy and Physiotherapy is sought where appropriate to support the school to make adaptations to meet the needs of individual students. VI and HI specialists provide advice where needed.

#### 5.15 Complaints about SEND provision

Complaints about SEND provision should be made to the SENDCo in the first instance. If they cannot be resolved, then the SENDCo will refer the complainant to the schools complaints policy where the complaint should be made to the Headteacher in writing. The complaints policy can be found here:

[Complaints-Policy.pdf \(williambrookes.com\)](#)

Parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

#### 5.16 The local authority local offer

Our local authority's local offer is published here: [The SEND local offer | Shropshire Council](#)

For those living in Telford: [SEND - Local offer](#)

## 6. Monitoring arrangements and further advice

### 6.1 Monitoring arrangements

The SEND policy and information report will be reviewed and updated by Ruth Bennett (SENDCo) every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board annually.

### 6.2 In-school information or advice

Mrs Ruth Bennett: SENDCo at William Brookes School, telephone number 01952 728900, email: [ruth.bennett@wbs.318education.co.uk](mailto:ruth.bennett@wbs.318education.co.uk)

William Brookes School Website: [Home - William Brookes School](#)

### 6.3 Independent Advice

- Shropshire Local Offer team **0345 678 9021**, asking for “Local Offer.” [The SEND local offer | Shropshire Council](#)
- Shropshire IASS: 01743 280019 [Shropshire Information Advice and Support Service – Citizens Advice Shropshire \(cabshropshire.org.uk\)](#)
- Telford & Wrekin IASS: 01952 457176 [Telford SENDIASS | SENDIASS Telford](#)
- Council for Disabled Children: [Council for Disabled Children](#)
- British Dyslexia Association (BDA): <http://www.bdadyslexia.org.uk/>
- National Autistic Society (NAS): <http://www.autism.org.uk/>
- RNIB: <http://www.rnib.org.uk/>
- National Deaf Children’s Society: <http://www.ndcs.org.uk/>
- Careers and Participation Services: [Careers advice - job profiles, information and resources | National Careers Service](#)
- Autism West Midlands: [Kids Charity | Supporting Disabled Children and Young People](#)

### 7. Links with other policies and documents

This policy links to our policies on:

- Accessibility Plan
- Admissions Policy
- Anti-Bullying Policy
- Attendance and Truancy Policy
- Behaviour Policy
- Complaints Policy
- Curriculum Policy
- Cyber Bullying Policy
- E-Safety Policy
- Equality Information and Objective
- Examinations Policy
- Health and Safety Policy
- Relationship and Sex Education Policy
- Supporting Children with Medical Needs

School policies can be found here: [Policies - William Brookes School](#)