

Weston Secondary School's SEND Information Report 2025-2026

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Approved by	D Butterworth	Date	November 2025 Revised June 2026
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Aspire

Believe

Achieve

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Contents

List of Acronyms	2
Introduction.....	2
What type of school are you, what special educational needs do you cater for?	3
How are the needs of students identified and monitored?	3
How is the decision made about what type and how much support my child will receive?.....	3
What support will there be for my child’s overall wellbeing?	5
Who are the SEND team?	5
How can I let the school know if I am concerned about my child’s progress in school?	6
How will the curriculum be matched to my child’s needs?.....	6
What opportunities will there be for me to discuss my child’s progress?	6
What opportunities are there for consultation with SEND students?	6
How are staff trained to support students with SEND?.....	6
How do you evaluate the effectiveness of your provision?.....	7
How accessible is WSS?	7
How will my child be included in activities including trips?	8
What if the child I am caring for is Looked After by the local authority (CLA)?	8
What steps should I take if I have a concern about the school’s SEND provision?	8

List of Acronyms

CAMHs	Child and Adolescent Mental Health Services	ICT	Information and Communication Technology
CLA	Child Looked After	KS3	Key Stage 3
EAL	English as an Additional Language	KS4	Key Stage 4
EHCP	Education Health Care Plan	LSA	Learning Support Assistant
ELSA	Emotional Literacy Support Assistant	MFL	Modern Foreign Languages
SEND-GR	Special Educational Needs and Disabilities Graduated Response	PEEP	Personal Emergency Evacuation Plan
HET	Hamwic Education Trust	SEND	Special Educational Needs and Disabilities
HLTA	Higher Level Teaching Assistant	SWT	Student Welfare Team
HOY	Head of Year	WSS	Weston Secondary School

Introduction

At Weston Secondary School (WSS):

- all young people are valued and included regardless of ability, need or behaviour;
- all young people are entitled to a broad, balanced and enriching curriculum which is adapted as appropriate to meet individual needs;
- all young people can learn and make progress;
- effective assessment and provision for students with SEND will be developed in partnership with the student, parent or carer, local authority and other external agencies;

- maintaining student's safety and wellbeing is fundamental to their development.

What type of school are you, what special educational needs do you cater for?

WSS, located east of Southampton city centre, joined Hamwic Educational Trust (HET) in September 2022. The number of students entitled to free school meals (FSM) is significantly higher than national average as is the number of students with English as an additional language (EAL)

At WSS, we support students with a range of SEND within the following areas:

- Cognition and Learning;
- Communication and Interaction;
- Specific Learning Difficulties;
- Social, Emotional and Mental Health.

How are the needs of students identified and monitored?

To ensure that WSS actively identifies students who may have a specific learning difficulty, the school uses a suite of screening tests, which test a range of skills including spelling, reading, working memory, processing and reading comprehension. Data from these tests is triangulated by the SENCo, Literacy Co-Ordinator, Head of Year (HOY) and teaching staff.

At WSS, all staff monitor the progress and outcomes of students through our SEND Graduated Response, If at any stage during a student's time at WSS a parent or carer has concerns about their child having a SEND, a long-term mental health or physical health condition, then they must contact their child's [tutor](#) by email who will advise their HOY and the SENCo.

Our SEND Graduated Response (SEND-GR) is a model of action which recognises that there is a continuum of need and that, where necessary, increasing specialist expertise should be brought to bear on the challenges that a student may be experiencing.

Our SEND-GR encompasses an array of strategies which are underpinned by 6 core central principles:

- All students are entitled to high-quality teaching;
- All students can learn and make progress;
- All teachers are teachers of SEND;
- A differentiated curriculum is not SEND provision – Teaching is adapted to suit the needs of all learners
- Provision for a student with SEND should match the nature of their needs;
- There should be regular recording of a student's SEND, of the planned outcomes, of the action that the child is taking, of the impact of those actions and the outcomes achieved.

How is the decision made about what type and how much support my child will receive?

In line with our SEND-GR, we implement our initial support through our Universal Provision offer. Universal Provision refers to adjustments, interventions and support accessible to all students, delivered at a whole school level. If a classroom teacher has concerns regarding the progress of a student, they will work collaboratively with their Head of Department to determine whether there are any additional strategies or support which could be utilised for the student.

If the classroom teacher and Head of Department believe that additional support is needed which is 'different from or additional to' then a review of need request is made by the classroom teacher.

At Wave 1 (assessment of need), When a student is not making expected progress following multiple early intervention strategies the class teacher will now complete a review of need form for the student. This information is shared with the SENCo and AHT for Inclusion and they will complete a assessment of need review which will include the following.

- All teachers directly involved with the student complete a round robin on Edukey
- Information is collected and collated by the SENCo/AHT Inclusion
- SENCo/AHT Inclusion complete lesson observations of the student
- Appropriate support strategies are shared with all staff
- The student is added to Wave 1 support on Bromcom
- APDR cycle begins which is monitored by the SENCo
- Any additional testing is completed
- The student is either removed from Wave 1 or added to the SEND register at Wave 2 or beyond. This will be the decision of the SENCo/AHT for Inclusion

At Wave 2 (additional support), The SENCo and inclusion team will identify need through the assess, plan, do, review cycle. A pupil passport is created which incorporates both student and parent voice. The student's pupil passport is shared with their teachers and parents, it clearly outlines personalised strategies of support which should be used during curriculum time.

Additional support is provision that is additional to or different from that is made for the majority of students in school. Once again, the analysis done at the 'assess' stage of the graduated approach will help to pinpoint the type of provision that is likely to be most effective in meeting the student's needs.

Assess, Plan, Do, Review cycle of the graduated approach



At Wave 3 (individual provision), The SENCo and inclusion team will identify need through the assess, plan, do, review cycle and Individual Education Plans (IEPs) are reviewed termly.

Individual provision is provision that is additional to or different from that is made for the majority of students in school. Once again, the analysis done at the 'assess' stage of the graduated approach will help to pinpoint the type of provision that is likely to be most effective in meeting the student's needs. Very often, targeted provision is planned to take place outside the classroom, away from the class/subject teacher. If this happens, we are clear on the reason for it and the purpose of the targeted provision.

At Wave 4 (individual provision plus), The SENCo and inclusion team will identify need through the assess, plan, do, review cycle and Individual Education Plans (IEPs) are reviewed termly.

In addition to the above outlined in Wave 3 evidence is collected and an assessment of need for an EHCP is made from the SENDCo to the local authority.

For more information on the SEND graduated response, please refer to the [WSS SEND Policy](#).

What support will there be for my child's overall wellbeing?

At WSS, we have a dedicated Student Welfare Team (SWT) which includes:

- A Matron (First Aid and Medical)
- A School Counsellor

Students are able to access Student Welfare for 'drop ins' before school, during break and lunch and after school. At WSS, we want students in lessons, or in an intervention. To support this, students can work with the SWT to RAG their timetable. RAG stands for red, amber, green and this means that together discuss key lessons and the SWT will drop in to either support or check in with the student.

The SWT work closely with the SEND team both within Inclusion to implement IEPs and Pupil Passports using the assess, plan, do, review process to ensure the needs of every student are at the forefront of any interventions.

At break and lunch, The Hive (SEND department) provides a safe haven and supervised support for KS3 students to develop social integration and friendship whilst accessing a range of team building activities.

Medicines are administered by staff with basic first aid training. The SWT work closely with the school nurses in the community who are able to provide advice and support for students experiencing medical and/ or emotional difficulties.

Who are the SEND team?

At WSS, we have a dedicated SEND team which includes support staff:

- Mr Collins– AHT for Inclusion;
- Miss Barron – SENCo;
- Mrs Arding – Assistant SENCo, WSS Child and Adolescent Mental Health (CAMHs) Co-Ordinator and Access Arrangements Assessor;
- Higher Level Teaching Assistant (HLTA);
- ELSA x 3
- Learning Support Assistant (LSA) and ASD Ambassador;
- LSA and Lego Therapy Champion;
- LSA and Drawing and Talking Therapy Champion;
- LSA and Widgit Champion;

AHT for Inclusion Chis Collins: – ccollins@westonsecondary.co.uk

SENCO Hannah Barron: - hbarron@westonsecondary.co.uk

Assistant SENCo Nicole Arding: – narding@westonsecondary.co.uk

How can I let the school know if I am concerned about my child's progress in school?

We have an open-door policy where you are welcome to make an appointment to meet with your child's tutor to discuss how your child is getting on. We believe that your child's education should be a partnership between parent or carer and teachers.

If you require further support with your concerns, please contact your child's Head of Year (HOY).

How will the curriculum be matched to my child's needs?

Teachers plan lessons according to the specific needs of all groups of students in their class and will ensure that your child's needs are met. Specific resources and strategies will be used in conjunction with pupil passports to support students individually and in groups. Planning and teaching will be adapted on a lesson-by-lesson basis to ensure the needs of all students are being met. Our SEND Graduated Response enables staff to understand any barriers to learning and accessing of teaching and learning to enable the curriculum to be developed to meet the needs of individuals as well as groups of children.

What opportunities will there be for me to discuss my child's progress?

Our partnership with families is very important to us. Arrangements for consulting with parents or carers of children with SEND will initially be by telephone or email conversation, potentially with a request to meet to discuss concerns.

Alongside this, parent or carers will be consulted through:

- Parents' Evenings;
- Progress reports;
- Year 7 Settling In Evening;
- Year 9 Option Evening;
- KS4 GCSE Progress Reviews;
- Annual Review meetings for students with an EHCP;
- Student Centered Planning meetings for students requiring additional support with learning and expectations with HOY.

What opportunities are there for consultation with SEND students?

Students will be wholly involved with their own education. We are determined to provide the opportunity for students to share their thoughts, wishes and feelings. Provision includes:

- Daily interaction with tutors;
- Students will have access to a key worker within either the SEND or SWT;
- An area (The Hive of Welfare) whereby they can be supported before school, break, lunch and after school;
- Access to external agencies if required;
- Annual reviews for students with EHCPs.

How are staff trained to support students with SEND?

WSS staff aim to provide quality first teaching to all of our students. Teachers provide schemes of work and lessons which support the learning and progress of all students through a variety of methods, both creative and traditional. Staff adapt their teaching to meet the needs of students, particularly those with additional needs. LSAs and HLTAs have experience of working with a variety of needs.

- LSAs and HLTAs have regular training and are encouraged to take part in additional training as part of ensuring WSS is a needs led school.

- The SENCo takes part in networking meetings with HET, Southampton Secondary Schools and the local authority.
- WSS also subscribes to the Educational Psychology Service and other professional support services to provide additional support and further training.
- At WSS, we seek out the most effective training to support the needs of our students.

How do you evaluate the effectiveness of your provision?

We systematically monitor and review our work within the whole school's systems, which includes student voice. Our graduated response ensures that we move students on to the next level of support where required, and where we have evidence of positive impact, allow the student greater independence. We evaluate the effectiveness of the provision for our students with SEND by:

- An Annual review of the [WSS SEND policy](#);
- A termly review students' individual plans;
- A termly review the impact of interventions;
- Holding annual reviews for students with EHCPs;
- Systematic observations of the provision in lessons for SEND students;
- Regular discussions and feedback from external professionals working with students.

How will WSS prepare and support my child to join the school, transfer to a new school, or transition to the next stage of life?

When students with SEND prepare to start at WSS, our Transition Coordinator and SENCo meet with the primary school SENCo's to handover any important information. Transition visits will be set up and the Assistant SENCo/ SENCo will attend professional/annual reviews and transition meetings where relevant.

Additional arrangements include:

- Some students may require more individual support which will be set up by the SENCo and Transition Coordinator;
- Year 7 students commence their education in September, alongside year 11 students, a day before the majority of the rest of the school community;
- A buddy/ mentor system for year 7 students with the student leadership team;
- Key workers for students with EHCPs.

When students start to prepare for their next stages of life at college or in an apprenticeship, transition visits will be set up with education settings to ensure they are aware of the student's needs.

Additional arrangements include:

- Some students may require more individual support transitioning to college, and this will be set up by the SENCo, Assistant SENCo and Head of Year 11;
- Additional support with applying to college or for an apprenticeship;
- Information and advice on careers and accessibility to a range of colleges;
- Independent advice is also sought through liaison with businesses, career days, assemblies, and mock interviews.

How accessible is WSS?

WSS has had significant investment in building renovation and developments. In July 2024, a new sports hall was opened. WSS currently has 5 buildings, and they ranging from ground floor to third floor buildings. All buildings

have wheelchair access via several entrances. There is one lift available in the English and Maths building. There will be a further lift fitted in the main building which will allow lift access to Humanities, Modern Foreign Languages (MFL), English as an additional language (EAL) and Information and Communication Technology (ICT). There are two staff toilets with disabled access. Regular health and safety audits are carried out by our site manager. During a fire evacuation, all students with limited mobility will follow their Personal Evaluation Emergency Plan (PEEP). It is the parent and carer's responsibility to meet with the school prior to sending their child in on either crutches, in a wheelchair or with any restriction of mobility. This is so that we can ensure a Personal Emergency Evacuation Plan (PEEP) can be developed which will enable the students to safely exit the building during an emergency.

How will my child be included in activities including trips?

We openly encourage all students to participate in extracurricular activities and trips. We regard WSS as an inclusive school and therefore every student, regardless of need, has access to our extra-curricular clubs, both before, during and after school. Various lunch clubs take place within department areas and The Hive is available at both break and lunch for KS3 students to have a safe place to meet and develop socially together. Trips and residential activities are also inclusive, we provide for students who want to take part in any of these activities.

What if the child I am caring for is Looked After by the local authority (CLA)?

WSS has a Designated CLA lead. They will work with the child, carers and wider professionals as appropriate. In the case of a child who is in care, we will work with their carers, allocated social worker and Independent Reviewing Officer (IRO) to create a package of support which meets all their needs. Each term the CLA lead will meet with the student, carer and social worker to complete a Personal Education Plan (PEP) and to review progress.

Designated Safeguard and CLA Lead Emma Church: – echurch@westonsecondary.co.uk

What steps should I take if I have a concern about the school's SEND provision?

At WSS, we endeavour to meet the needs of all students but if there are any concerns, we encourage you to contact your child's tutor in the first instance. The Headteacher will be informed when necessary.

[WSS Complaints Policy](#)

Please note our [communication policy](#). We will respond to all emails as soon as we can, however, please allow up to two working days for an initial response.

Additional Websites

- [\(IPSEA\) Independent Provider of Special Education Advice](#)
- [Southampton SEND Local Offer](#)
- [SEND Code of Practice](#)
- [Special Needs Jungle](#)
- [Southampton SENDIASS](#)
- [Autism support service | Flutterbies Autism | Southampton](#)
- [Education, Health and Care Plans \(EHCP\)](#)