

Stronger Together



**BRADGATE**  
Education Partnership

**Wreake Valley Academy**

# **SEN Information Report**

Approved by: Trust Board [11.09.25]  
Report produced by: Laura Pennifold  
Review Date: September 2026

Ambitious  
Collaborative  
Ethical



This Information Report has been prepared by Laura Pennifold at Wreake Valley Academy approved by the Board of Trustees on 11.09.25 for publication on the website.

The SEN Information Report is part of a wider suite of documents relating to SEN, disability and inclusion which can be found on our website. In particular, it should be read alongside the school's SEND policy.

<p>The school makes provision for the following kinds of SEND</p>	<p><b>Communication and Interaction Needs</b></p> <ul style="list-style-type: none"><li>• ASC (Autism Spectrum Condition)</li><li>• Speech, Language and Communication Needs</li></ul> <p><b>Cognition and Learning Needs</b></p> <ul style="list-style-type: none"><li>• Specific Learning Difficulties: Dyslexia, Dyscalculia, Dyspraxia and Dysgraphia</li><li>• Moderate Learning Difficulties</li><li>• Developmental Language Delay</li></ul> <p><b>Social, emotional and Mental Health Needs</b></p> <ul style="list-style-type: none"><li>• ADHD (Attention Deficit Hyperactivity Disorder)</li><li>• Anxiety disorders</li><li>• Depression</li><li>• Attachment disorders</li><li>• Eating disorders or medically unexplained physical symptoms</li></ul> <p><b>Sensory and/or Physical Needs</b></p> <ul style="list-style-type: none"><li>• Visual Impairment</li><li>• Hearing Impairment</li></ul>
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	<ul style="list-style-type: none"><li>• Physical disabilities including conditions like cerebral palsy or mobility difficulties</li></ul>
<p>The school identifies and assesses SEND by:</p>	<p>The Pastoral Team, Teaching Staff and Teaching Assistants are vigilant and raise concerns with the SENDCo to ensure a holistic approach to the education of young people who attend our academy.</p> <p>Recognising that reading is a skill that underpins all curriculum areas, students are assessed using the New Group Reading Test (NGRT) and the Vernon Spelling Assessment. This will be done whether your child starts with their cohort in September or transfers mid-year.</p> <p>This gives teaching staff information to adapt teaching and gives the SENDCo information to target interventions.</p> <p>Curriculum areas assess learning throughout the academic year, adapting teaching and offering support; all this information builds a picture of both strengths and needs.</p> <p>Prior to beginning their GCSE courses, teachers provide information on students they feel would benefit from access arrangements during their exams. Students that are raised as potentially needing support are assessed in line with guidance provided by the Joint Council of Qualifications (JCQ) to ensure that each child has the best opportunity to demonstrate their ability in their final GCSE examinations.</p>



<p>The school supports SEND in accordance with its policy framework which is set out at:</p>	<p>Our SEND, Accessibility and Equality policies are available on the website: <a href="#">Policies - Wreake Valley Academy</a></p> <p>This sits alongside the Teaching and Learning Policy and the Behaviour for Learning Policy.</p> <p>SEN is an integral part of the Academy's Quality Assurance program, and the Trust provides strategic support through the SEND networks, Parent workshops and SEND audits.</p>
<p>The school's SENCO's details are:</p>	<p>Laura Pennifold</p> <p><a href="mailto:lpennifold@wreake.bepschools.org">lpennifold@wreake.bepschools.org</a></p> <p>0116 264 1080</p>
<p>The school's staff have been trained and have expertise in the following areas:</p>	<p>All Staff receive guidance with respect to meeting the needs of specific students. This advice is based on advice from our professional colleagues in Education Psychology Services, Learning Support Services, Autism Outreach, CAMHS, MSCIP, NHS (medical needs).</p> <p>Training takes place at three levels:</p> <ol style="list-style-type: none"><li>1. Whole school level (Safeguarding, Autism Level 1, Quality First Teaching)</li><li>2. Groups of Staff (First Aid, Diabetes, Epipen, Social Story Writing)</li><li>3. Individuals (Bereavement, BPS assessment, Elsa).</li></ol>



	<p>Training and professional development for Staff remains a strategic focus for the academy and the SENDCo, with further ELSA training planned later this year.</p> <p>The SENCo is training as a specialist teacher of Specific Learning Difficulties and will qualify as an assessor for Dyslexia in the Spring Term.</p>
<p>The school will secure equipment and facilities for pupils with SEND by:</p>	<p>As an academy we work closely with Occupational Therapy and Sensory Support Services to ensure that we can meet our commitment to best endeavours and reasonable adjustments for both long-term conditions (e.g. visual impairment) or short-term conditions (e.g. broken limbs).</p> <p>We work with relevant external agencies to secure funding and equipment in order to ensure that students can access learning without limitations. We make reasonable adjustments for students to allow them to access all areas of school life.</p>



<p>The school aims to involve the parents/carers and pupils with SEND and will do so by:</p>	<p>Collaboration with parents and carers is vital to ensuring that young people with SEND are successful in school. If you need to speak to the SENCO/SEND team, please contact us via phone or email and we can support you to access the right support for your child.</p> <p>The SENDCo/SEND Team are available at Parents Evening, Open Evenings and Transition evenings to ensure that you, as Parents/Carers, can speak directly to us.</p> <p>We will contact you when interventions are being set up and when they are finishing. We will give you the opportunity to discuss the purpose and benefits of those interventions.</p> <p>Parents and carers of students with EHCP's will be invited to an annual review once a year to update and amend the plan and discuss support in place for their child. You will also receive reports and updates in line with all students at Wreake Valley Academy.</p>
<p>Any concerns or complaints raised by a parent/carer of a pupil with SEND will be dealt with by the school by:</p>	<p>Where concerns about the provision for a SEND student are raised, please contact the SENDCo in the first instance.</p> <p>Our headteacher, Mr Ben Rackley, is always happy to discuss concerns with parents/carers. Please contact the office to arrange a conversation or email <a href="mailto:admin@wreake.bepschools.org">admin@wreake.bepschools.org</a></p> <p>The BEP Trust Complaints Procedure can be found at: <a href="#">Trust Policies - Bradgate Education Partnership</a></p>
<p>The school liaises with other agencies to support</p>	<p>As an academy we work alongside a range of organisations to support the needs of our students. We currently have effective working relationships with:</p>



<p>school with SEND and their families by:</p>	<ul style="list-style-type: none"><li>• Autism Outreach</li><li>• Leicestershire Educational Psychology Service</li><li>• Love for Life</li><li>• Melton and South Charnwood Inclusion Partnership</li><li>• Relate Counselling Service</li><li>• Specialist Teaching Service (Vision and Hearing Impairment)</li><li>• Teen Health</li></ul>
<p>The school acknowledges that parents/carers of pupils with SEND sometimes need additional independent support.</p> <p>Local independent advice and support service can be contacted at:</p>	<p>SENDIASS Leicestershire provide free, impartial and confidential advice to parents about SEND support. They can be contacted via their website <a href="#">Welcome   SENDIASS</a></p> <p>Or by telephone 0116 305561</p> <p>Or by email: <a href="mailto:info@sendiassleicestershire.org.uk">info@sendiassleicestershire.org.uk</a></p> <p>Within the BEP Trust we offer a SEND parent support group, details of which can be obtained from school.</p>
<p>The school works on transition arrangements for pupils joining or leaving the school by:</p>	<p>SEND students will receive additional transition support at key points. SEND support will include planning and preparation for the transition between phases of education and preparation for adult life.</p> <p>Transition into year 7:</p>



- Meetings with primary schools and the collation of information from the Primary SENDCO and class teacher.
- Visits from the SEND team to primary schools to meet students in their current school
- Additional transition visits
- Bespoke transition packages for those with most complex needs

**Transition into Post 16 provision:**

- Additional careers interviews
- Support with post 16 applications/ visits to settings
- Sharing of information with post 16 providers, including access arrangements

**Mid-term transfers:**

- Students and parents/carers meet with a Senior Leader/Pastoral Lead to gather information about the student and their previous experience in education
- All mid-term transfers have assessments to highlight areas of need

Where a SEND has been identified previously, the SEND team will request the files from the previous school



The Local Offer produced by Leicestershire Local Authority is available at:

[Special educational needs and disability | Leicestershire County Council](#)

The Local Offer aims to bring together useful information across education, health and social care into one place.

You'll find information, advice and guidance on a range of local service providers who support children or young people with special educational needs and disabilities (SEND).