



**MALTBYLEARNINGTRUST**  
Exceptional Experiences. Successful Lives.



# SEND Information Report



**Wath  
Academy**



**MALBYLEARNINGTRUST**  
Exceptional Experiences. Successful Lives.

**ALL TEACHERS ARE TEACHERS OF SEND**  
**ALL LEADERS ARE LEADERS OF SEND**  
**ALL GOVERNORS ARE GOVERNORS OF SEND**

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# What is our vision?

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We are committed to **delivering exceptional learning experiences** that enable **all** people to thrive in a competitive world and lead **successful and fulfilling lives**.

All students, including those identified as SEND, have a **common entitlement to a broad and balanced academic and social curriculum**, which is **accessible** to them, and to be **fully included** in all aspects of Academy life.

# What does SEND mean?

A student has SEND if they have a learning difficulty or disability that requires 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 most others of the same age, or
- A disability which prevents or hinders them from making use of facilities generally provided for others of the same age in mainstream Academies.
- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other young people of the same age by mainstream Academies.

Our students with SEND are enabled to engage all activities available to students who do not have SEND.



# What is the SEND Information Report?

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The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy. You can find it on our website:

[Wath Academy - Special Educational Needs & Disabilities](#)

**Note:** If there are any terms, we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

# What types of SEN does the school provide for?

Currently our school provides for young people with the following needs:

AREA OF NEED	Including conditions such as...
<b>Communication and interaction</b>	Autism spectrum disorder
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

# What is the Academy's approach to teaching young people with SEND?

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**SEND Support is broadly classified into three levels:**

**Universal** is generic and available to all children.

**Targeted** is used for the provision of services to specific subgroups of children who have been identified as having a special educational need (K) and who the SENDCo anticipate will respond to the intervention concerned. Interventions and support are needs-led and tailored to meet individuals needs.

**Specialist** is reserved for children whose need is persistently preventing children from accessing the mainstream provision and are not making progress, accessing additional to or different from and despite earlier intervention and support or who need specialist approaches to address their Special Educational Need.

This approach to [SEND provision](#) in school aims to ensure that children access the right support at the right time. There is a connectivity and fluidity between the level of support: the support required by most children will predominantly be met through the Universal Offer



# Universal Offer

# How will the school adapt its teaching for my child?

## **All teachers are teachers of SEND**

Your child's teacher/s is/are responsible and accountable for the progress and development of all the pupils in their class.

***“High-quality teaching is our first step in responding to your child’s needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.”  
(SEND Code of Practice).***

We will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.



# Universal Offer- PLD

All teachers are teachers of SEND and are upskilled to meet the needs of learners within the classroom.

PLD Delivered	Audience	Impact
<b>Introduction PLD</b>	New Starters	All staff have access to a SEND induction to ensure staff can utilise the information provided.
<b>INSET PLD</b>	All staff	All staff have access
<b>ECT PLD</b>	ECTs	All trainees access a SEND specific session around the four broad areas of need and inclusive teaching.
<b>SEND Bulletin</b>	All staff	The SEND team share a half termly bulletin, focusing on an area of need, highlighting recent research and best practice.
<b>Weekly TA PLD</b>	All Teaching Assistants	A variety of SEND training equips teaching assistants in school with the skills, confidence, and strategies needed to effectively support diverse learners and promote inclusive education.
<b>EAL strategies</b>	All staff	Staff continue to have access to EAL strategies.

# Universal Offer

Cognition and Learning	Communication and Interaction	Social Emotional and mental health	Sensory and/or Physical
<ul style="list-style-type: none"> <li>• Homework strategy- SatchelOne</li> <li>• Reading strategy</li> <li>• Questioning strategies</li> <li>• Lesson cycle</li> <li>• KS3 reading provision</li> <li>• Sentence stems</li> <li>• Mini whiteboards</li> <li>• KS3 Reading lessons</li> <li>• Glossaries</li> <li>• Visual/audio demonstrations</li> <li>• Technology is used to effectively scaffold learning.</li> <li>• Coloured books/ overlays</li> <li>• Reading Rulers</li> <li>• EAA</li> <li>• Sparx reader/Sparx Maths</li> <li>• Tassomai (KS4)</li> </ul>	<ul style="list-style-type: none"> <li>• Oracy framework</li> <li>• Think – Pair – Share; students are given processing time.</li> <li>• Oracy Roles</li> <li>• Votes for schools speeches</li> <li>• Lesson cycle</li> <li>• Task management boards: Tasks are broken down into small manageable steps</li> <li>• Dual coding</li> <li>• Group work support</li> <li>• Preparation for change</li> <li>• Praise</li> <li>• Use the student’s name first to draw their attention</li> <li>• Quiet break and lunch rooms.</li> </ul>	<ul style="list-style-type: none"> <li>• Tutor support</li> <li>• Assemblies</li> <li>• Collecting student voice</li> <li>• Tutor time/Life skills curriculum</li> <li>• Rewards and consequence system - Clear communication of expectations</li> <li>• Seating plans</li> <li>• Groupings</li> <li>• Relational practices</li> <li>• Pastoral support</li> <li>• lunchtime activities</li> <li>• House events</li> <li>• All staff provide emotional support for all students</li> </ul>	<ul style="list-style-type: none"> <li>• Calm and purposeful climate learning for all</li> <li>• The physical accessibility of the building is assessed.</li> <li>• Student’s views are used to inform planning for physical or sensory adaptations.</li> <li>• Meaningful displays are visually accessible</li> <li>• Staff awareness of lighting</li> <li>• Use of pale background and accessible font styles</li> <li>• Adaptable tables for students with a physical disability</li> </ul>

# Subject Leads

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## *All leaders are leaders of SEND*

- Leaders at all levels have a responsibility to ensure facilitation, are shared to influence resource availability, decision making and goal setting for children with SEND.
- Subject leaders are upskilled to ensure that their department area and curriculum planning considers the needs of all learners to ensure that the curriculum is ambitious and accessible for all.
- Subject Leads sequence the curriculum to build in opportunities for over learning, recall, recap.



# SEND Champions

**SEND Champions support the distributed leadership of SEND across the school.**

**SEND Champions share best practice and contribute to SEND plans for their specific area.**

**The following staff are our current Champions for each faculty area:**

- English- **Mrs E Matthews**
- Maths- **Mrs E Weatherall**
- Science- **Mr N Gibson**
- Geography- **Miss G Fells**
- History- **Mr J Thorpe**
- MFL- **Miss L Lessells**
- RSS- **Miss G Walker**
- ICT/ Business- **Mrs J Smith**
- Art and Technology- **Mr W Tullett**
- Performing Arts- **Mrs J Hole**
- PE- **Miss E Greenfield**



# What should I do if I think my child has SEN?

**Tell us about your concern**

If you think your child might require specialist SEN provision, the first person you should tell is your child's pastoral or academic year leader. They will pass the message on to our SEND Team who will be in touch to discuss your concerns. You can also contact the SENDCO directly.

[egreenfield@wathacademy.com](mailto:egreenfield@wathacademy.com)

**We will contact you to discuss your concerns**

We will contact you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Teacher feedback and a parent pack to complete will be completed and together we will decide what outcomes to seek for your child and agree on next steps.

**We will notify you that your child is being added to the school's SEND register.**

If we decide that your child needs SEN support, we may require more information before organising a meeting in school. We will contact you to discuss if your child will be added to the school's SEND register.

Some children accessing specialist support will be assigned a Key Worker and all students in the SEN register will have an IEP.


You will be invited to review your child's IEP three times a year through SEND support meetings or at our annual parent's evenings.

# How will the school know if my child needs SEN support?

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If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support through quality first teaching to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

## Child still not making progress

- If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO, who will contact you to discuss the possibility that your child has SEN.
  - The SENDCO will collect information from teachers to see what their strengths and difficulties are. And identify if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.
  - The SENDCO will require parents to complete a parent pack and speak with the child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.
  - Based on all of this information, the SENDCO will decide whether your child needs SEN support. You will be told the outcome of the decision via the SEND team either by phonecall or in email.
  - If your child does need SEN support, their name will be added to the school's SEN register, and the SENDCO will work with you to create a SEN support plan for them.
  - The SENDCO will ensure a graduated response to provision is in place. As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.
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# Targeteted Offer

# Targeted Offer

- Some children may require targeted intervention and support that is additional to or different from the universal offer.
- These children will be recorded as SEND (K code)
- Staff throughout the school SEND staff are well placed to identify needs and provide evidence-based interventions.
- A child is identified as not making progress over time through clear assess, plan, do, review cycles that are implemented over a period of one academic term in school.



# Targeted Offer- Plan and Do

Cognition and Learning	Communication and Interaction	Social Emotional and mental health difficulties	Sensory and/or Physical
<ul style="list-style-type: none"> <li>• IEPs</li> <li>• Seating plans</li> <li>• Modified resources</li> <li>• Laptops</li> <li>• Reader</li> <li>• Additional time</li> <li>• Scribe</li> <li>• TA Class support</li> <li>• Prep learning provision</li> <li>• Dyslexia screening</li> <li>• Dyscalculia screening</li> <li>• Reading - 1:1 support including sixth form reading mentors</li> <li>• Reading - tutor time small group/ Sparx Reader</li> <li>• Reading lesson support</li> <li>• Small group teaching</li> <li>• Pre-teaching of key vocabulary</li> <li>• Adjustment, modification and differentiation of the curriculum</li> <li>• SPLD Intervention</li> <li>• EAL Intervention</li> </ul>	<ul style="list-style-type: none"> <li>• IEPs</li> <li>• White boards</li> <li>• Wobble cushions/Kick bands</li> <li>• Ear plugs/ Ear defenders</li> <li>• Sensory support</li> <li>• Sensory profiles</li> <li>• Access to sensory room</li> <li>• Social time support- Quiet break/ lunchrooms</li> <li>• Lego therapy</li> <li>• TA Class support</li> <li>• Personalised welcome to school</li> <li>• Breakfast club</li> <li>• Visual timetables</li> <li>• Language modification techniques</li> <li>• Social stories</li> <li>• Visual checklists</li> <li>• ASD Social skills group</li> <li>• Friendship group interventions</li> </ul>	<ul style="list-style-type: none"> <li>• IEPs</li> <li>• Risk assessment</li> <li>• Seating plans</li> <li>• Personalised welcome to school</li> <li>• Pastoral support</li> <li>• Student Support Work</li> <li>• APB Provision</li> <li>• WMIM group workshops</li> <li>• KOOTH</li> <li>• Fidget toys</li> <li>• Ear loops/ defenders</li> <li>• TA Class support</li> <li>• Personalised reward strategies</li> <li>• Breakfast club</li> <li>• ELSA Interventions</li> <li>• Access to sensory room</li> <li>• WMIM 6<sup>th</sup> form mentoring programme</li> <li>• In class iZone activities</li> </ul>	<ul style="list-style-type: none"> <li>• IEPs</li> <li>• Seating plans</li> <li>• Modified resources</li> <li>• Laptops</li> <li>• Fidget toys including oral</li> <li>• Fine motor skill provision (including handwriting interventions)</li> <li>• TA Class support</li> <li>• Access to sensory equipment (writing slopes, pencil grips, wobble cushions, fidget toys, ear defenders, chewelry)</li> <li>• Adjustable in class tables/ chairs</li> <li>• Access to the Physical Sensory room</li> <li>• Physiotherapy sessions</li> <li>• Access to sensory room</li> <li>• Sensory circuit interventions</li> </ul>

# Targeted Offer

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## Individual Education Plans (IEPs)

- If your child is identified as having a special need they will be recorded on Sims as K.
- Individual Education Plans are used to communicate identified needs and strategies to support children to access their learning.
- All IEPs are linked to Provision Maps and Class Charts.
- Parents/carers you will be invited into school on two occasions across the year, in addition to one parents' evening, in order to fully comply with the SEND Code of Practice.
- All parents and carers have access to their child's IEP by contacting the SEND team for a digital copy. Parents will also be asked to contribute to your child's IEP information.



# Targeted Offer

## Interventions

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

Interventions and support should be needs-led and tailored to meet individuals needs

- Intervention for SEND K include:

Key Worker support

Adapted resources

These interventions are part of our contribution to [Rotherham SEND's](#) local offer



# Which staff will support my child, and what training have they had?



## **Our Special Educational Needs Co-ordinator, or SENDCO**

Miss Emma Greenfield is our dedicated Special Educational Needs and Disabilities Co-ordinator (SENDCO) at Wath Academy. With over 4 years of experience in this role, Miss Greenfield brings a wealth of knowledge, passion, and compassion to her work supporting students with a wide range of needs.

In addition to her SENDCO role, Miss Greenfield has held positions such as a PE Key Stage Leader and Academic Year Leader, demonstrating her versatility and leadership across different areas of the academy. She is also a fully qualified PE and Dance teacher.

Miss Greenfield achieved the National Award in Special Educational Needs Co-ordination in August 2022. She has also recently completed her NPQ for Senior Leadership, further strengthening her leadership skills to support both students and staff effectively.

Prior to joining Wath Academy, Miss Greenfield spent over 2 years working in a Special School in Sheffield, where she specialised in supporting students with profound and multiple learning difficulties (PMLD) as well as those with Autism. This experience has given her valuable insight into inclusive practices and personalised learning approaches.

Email: [Egreenfield@wathacademy.com](mailto:Egreenfield@wathacademy.com)

# Which staff will support my child, and what training have they had?

## Our Teaching Assistant SENDCo

Our Teaching Assistant SENDCO is Elizabeth Matthews



Mrs Matthews has over 2 years of experience in this role and more than 6 years of experience working as a 'Step-Up' teacher, specifically supporting students with cognition and learning needs. In her current role, Mrs Matthews supports the teaching and learning team at Wath Academy with a particular focus on adaptive teaching for SEND students within the classroom. Her role also involves developing quality first teaching across classrooms to ensure all students receive high-quality, inclusive learning experiences. She is also a qualified English and Maths teacher.

In addition to this, Mrs Matthews is actively working to introduce the Teaching Assistant MLT standards to help develop the practice of teaching assistants and enhance their support for students in the classroom.

Mrs Matthews has been undertaking the National Award in Special Educational Needs Co-ordination since January 2024.

Email: [Ematthews@wathacademy.com](mailto:Ematthews@wathacademy.com)

## Our Assistant SENDCo

Our Assistant SENDCO is June Stone-Riley



As the Assistant SENDCo, Mrs Stone-Riley brings over 17 years of experience working with children and young people with a wide range of special educational needs. She has a strong and comprehensive knowledge of all areas of SEND, with a particular specialism in Autism Spectrum Condition. Her role is to support the SENCo in the strategic and day-to-day management of SEND provision across the school.

A key part of her role involves the deployment and coordination of support staff. She allocates support and manages timetables for our team of teaching assistants, ensuring effective provision tailored to the needs of individual pupils. Mrs Stone-Riley also leads on the Year 6 transition for pupils with SEND, working closely with families, primary schools, and outside agencies to ensure a smooth and well-supported move into secondary education.

She is the school's qualified Exam Access Arrangements (EAA) tester, conducting assessments and ensuring appropriate access arrangements are in place for students entitled to support during exams. Mrs Stone-Riley is currently undertaking the NPQ SENCO qualification.

Email: [jstoneriley@wathacademy.com](mailto:jstoneriley@wathacademy.com)

# Targeted Offer

## Lead Teaching Assistants- Four Broad Areas of Need



**Miss S Chapman**  
**Communication and**  
**Interaction- ASD**

Miss Chapman is the ASD coordinator. She organises and supports students with a diagnosis of ASD or those students who are on the neurodevelopmental pathway. She runs fortnightly social skills interventions for those students needing to develop their communication and interaction skills. Miss Chapman providing day-to-day support in lessons and ensuring students can access all areas of the curriculum so that they make positive school memories and are able to thrive and achieve while here at Wath Academy.



**Miss E Mulcahy**  
**Communication and**  
**Interaction- SaLT/ EAL**

Miss Mulcahy supports students with a diagnosis of ASD or those students who are on the neurodevelopmental pathway. She runs Speech and Language interventions for those students needing to develop their communication and interaction skills.

Miss Mulcahy has 4 years' experience working with SEND children and is currently completing a degree in child psychology.



**Mrs L Hadwin**  
**Cognition and Learning**

Mrs Hadwin is the Lead teaching assistant for cognition and learning. She has over 10 years of experience working at Wath Academy and 19 years working in education. She has worked in various departments within Wath academy, gaining experience working with students with various SEN, SEMH needs. Mrs Hadwin is also ELSA trained and has undergone training in all areas of SEN needs.



**Miss L Keating**  
**SEMH**

Miss Keating is the Lead teaching assistant for SEMH. Miss Keating is a fully qualified Emotional Literacy Support Assistant (ELSA) and works on supporting students understand and be able to manage their own emotions. Miss Keating has worked at Wath Academy now for over 3 years and demonstrates a deep understanding of the challenges students face in particular student's emotional well-being.

# Targeted Offer

## Lead Teaching Assistants



**Mr R Matthews**  
**Physical/Sensory Manager**

Mr Matthews is one of our Physical Sensory Managers. He supports students with physical needs and disabilities and coordinates additional input from physiotherapy, occupational therapy, hearing impairment (HI), and visual impairment (VI) teams.

Mr Matthews supports with the writing of health care plans and risk assessments of those students with a physical disability alongside producing the half termly staff SEND Bulletin for WATH Academy.



**Mr C Jackson**  
**Physical/Sensory Manager**

Mr Jackson is our other Physical Sensory Manager. He supports students with physical needs and disabilities and coordinates additional input from physiotherapy, occupational therapy, hearing impairment (HI), and visual impairment (VI) teams. As a Lead Teaching Assistant he works directly with students, providing day-to-day support in lessons and ensuring students can access all areas of the curriculum so that they can make the most out of their time here at Wath Academy. Mr Jackson has a particular interest in sport and developing students gross motor skills through sensory circuit interventions.



**Mrs A Whiteside**  
**EAA Support Assistant**

Our EAA Support Assistant is Mrs Whiteside. Mrs Whiteside supports the Assistant SENDCo with gathering the evidence and implementing exam access arrangements for our KS4 and KS5 students. She is also a teaching assistant, supporting students in lessons with EHC plans and students with learning difficulties.

# Targeted Offer

## Teaching Assistants

- The SENDCo deploys TA support
- TAs are deployed to ensure that children with statutory hours can access their learning
- Teacher's use Other Adult plans to ensure that TA support is purposeful and supports children to access learning
- Teaching assistants contribute to the positive messages home and are directly in contact with the parents and carers for whom they are key worker for
- TAs act as Key Workers for those SEND children with more complex learning needs



**Ms Shaw**



**Miss Strange**



**Ms Lee**



**Mr Murphy**



**Miss Turner**



**Miss Beck**



**Mrs Newton**



**Miss Mitchell**



**Mr Chapman**



**Miss Warren**



**Miss Horton**



# Specialist Offer



# Specialist Offer

Where clear assessments and targeted interventions have been implemented within the school and the child has not made progress in this area a more specialist intervention or advice will be sought.

Children may also require specialist support to compliment and enhance the universal and/or targeted support.

The setting is aware of and regularly communicates with any other professionals who are involved with each student. Advice received from other professionals is used to inform teaching and learning.

A request for an EHC needs assessment will be made when a child does not make expected progress following the assess-plan-do-review cycle **and** the special educational provision required cannot reasonably be provided from within the resources normally available to their educational setting.



# Specialist Offer

Cognition and Learning	Communication and Interaction	Social Emotional and mental health difficulties	Sensory and/or Physical
<ul style="list-style-type: none"> <li>• Multi agency triage</li> <li>• Specialist Inclusion Team</li> <li>• Educational Psychology Service</li> <li>• Speech and Language Team</li> </ul>	<ul style="list-style-type: none"> <li>• Autism, Social Communication Education and Training services</li> <li>• Speech and Language therapy</li> <li>• Educational Psychology</li> <li>• Use of the Autism Communication Team (ACT) to fully understand needs and celebrate the strengths of each student</li> </ul>	<ul style="list-style-type: none"> <li>• With Me In Mind</li> <li>• Children and Adolescents Mental Health service</li> <li>• Aspire Outreach</li> <li>• Educational Psychology</li> <li>• School nursing</li> <li>• MAST Counselling</li> </ul>	<ul style="list-style-type: none"> <li>• NHS Occupational and Physiotherapy</li> <li>• School nursing</li> <li>• Hearing Impairment team</li> <li>• Visual Impairment team</li> </ul>

# Specialist Offer- External agencies and expert advice

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

[Speech and language therapists](#)

[Hearing Impaired Team](#)

[Visual Impaired Team](#)

[Rotherham Educational psychologists](#)

[Occupational therapists](#)

[With Me in Mind](#)

[School nurses](#)

[Child and adolescent mental health services \(CAMHS\)](#)

[MAST Counselling](#)

[Rotherham Specialist Inclusion Team](#)

[Autism Communication Team \(ACT\)](#)

[Sensory Pathway](#)

[Early Help](#)

[SENDIASS](#)

[Rotherham Parent Carers Forum](#)

For more information please use the following link: [Local Offer - Specialist Education Support Services](#)

# How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)
- We will follow the 'graduated approach' to meeting your child's SEN needs.
- The graduated approach is a 4-part cycle of **assess, plan, do, review** over one academic term in school.



# How will I be involved in decisions made?

We will provide half-termly/termly/annual reports on your child's progress [annually at a minimum]. Your child's class subject teachers will meet you a minimum of once a year, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child

to do The SENDCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

## How will my child be involved in decisions made about their education?

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The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Student voice by contributing to their pupil passport
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a student voice survey/ questionnaire

# What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at your local authority's [\(Rotherham\)](#) local offer. Both Rotherham Local Council and Barnsley Metropolitan Council publish information about the local offer on their websites:

[Rotherham Local Offer](#)

[Barnsley Local Offer](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

[Rotherham SENDIASS](#)

Local charities that offer information and support to families of children with SEND are:

[Rotherham Parent Carers Forum](#)

National charities that offer information and support to families of children with SEND are:

[IPSEA](#)

[SEND family](#)

[support](#) [NSPCC](#)

[Family Action](#)

[Special Needs](#)

[Jungle](#)



# How will the school make sure my child is included in activities?

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- All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.
- All pupils are encouraged to go on our school trips, including our residential trip
- All pupils are encouraged to take part in sports day, school plays, special workshops, sponsored walks and house activities in school
- As of September 2023, all students now take part in enrichment activities every Wednesday afternoon
- No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included



## How is the admissions process fair for pupils with SEN or a disability?

Please see the Academy's Admission information [Wath Academy Student Admissions](#) for information on:

- The arrangements for the admission of prospective pupils with a disability and prospective pupils with SEN
- how all prospective pupils whose EHC plan names the school will be admitted before any other places are allocated
- an explanation of how the oversubscription criteria avoid unfairly disadvantaging prospective children with a disability or special educational need

## How does the school support pupils with disabilities?

Please see the [Academy's Accessibility Plan](#) regarding information about how we support children with disabilities and the steps that the Academy have taken to prevent disabled pupils from being treated less favourably than other children.

It covers how the Academy will:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improve the availability of accessible information to disabled pupils
- The facilities you provide to help disabled pupils access your school, including the provision of auxiliary aids and services

# How will the school resources be secured for my child?

The Academy is funded according to the national framework. The national threshold is approximately £10k per year made up of an element for core quality first teaching for every child and up to £6,000 for effective additional support for children with special educational needs. It is **not** the case that every child identified as having SEN has £6,000 that must be spent on them individually.

For more information regarding school funding and the national framework please visit: [Rotherham SENDIASS](#)

## The school will cover up to £6,000 of any necessary costs for:

- Staff training and upskilling
- Overall SEND department facilities
- Overall SEND Department Staffing
- Extra equipment or facilities
- Thrive and Exceed provisions
- Transition-Bridging Project
- SEND Department Extra Curricular Clubs and experiences
- More teaching assistant hours above statutory
- Further training for our staff
- External specialist expertise
- SEND Parent Partnership
- SEND Administration

# What support will be available for my child to support with transition points?

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## **Transitions include:**

- moving from one activity to the next within a lesson
- moving from lesson to lesson
- changing from structured to unstructured times preparing for weekends, the start of holidays and beginning of term
- changes of staff - permanent and temporary
- special events at school
- life events
- transition to college/ post 16 education

## **Procedures are in place for ensuring smooth progression within and between settings. At Y6, transition support includes:**

- Y6 Transition- additional days transition programme for Vulnerable Learners
- Attending primary review meetings
- Primary day visits including meeting with key staff, meeting parents/carers, student voice, nurture group work
- Transition days
- SEND Y6 Parent/carer transition evening

<b>What support is in place for looked- after and previously looked-after children with SEN?</b>	<b>How will the school support my child's mental health and emotional and social development?</b>	<b>We provide support for pupils to progress in their emotional and social development in the following ways:</b>
<p>The Designated Teacher, Pastoral Year Leader and Academic Year Leader will ensure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.</p> <p>Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support.</p>	<ul style="list-style-type: none"> <li>• Students with low level mental health concerns will be supported by our ELSA lead, carrying out 1-1 sessions working on increasing self-esteem and discussing anxieties around school</li> <li>• Further support needed students will be referred to either our With Me in Mind or MAST counselling services within school</li> <li>• Students in school receiving support for their mental health may or may not be added to the SEN register depending whether their needs are impacting their learning in school plans or EHC plans are consistent and complement one another.</li> </ul>	<ul style="list-style-type: none"> <li>• Children with SEN are encouraged to be part of the school council</li> <li>• Children with SEN are also encouraged to access the break and lunchrooms as well as enrichment activities to develop their teamwork/building friendship skills</li> <li>• We provide extra pastoral support for listening to the views of pupils with SEN by assigning each child with a key worker</li> <li>• We run a breakfast club for children who need extra support with social or emotional development</li> <li>• We have a 'zero tolerance' approach to bullying.</li> </ul>

# What should I do if I have a complaint about my child's SEN support?

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The Academy encourages parents to voice any concerns that arise. We aim to solve issues swiftly and in person, with the aim of reaching a mutual agreement and understanding.

A parent's first point of contact should be the subject teacher. Teaching staff are always happy to discuss student progress and attainment at any given point in the year. Parents can also contact the school Assistant SENDCo/SENDCo who would be happy to answer any questions or concerns.

Parents who wish to make a complaint regarding SEND provision are strongly encouraged to speak to the Assistant SENDCo/SENDCo in the first instance. If the issue cannot be resolved at this level or the complaint is about the Principal, please access information via the [MLT Complaints Policy](#).

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).



# Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCO** – the Special Educational Needs Co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages