SEND Information Report
Wickersley School and Sports College

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OWNED BY: Executive Lead for SEND
APPROVED BY: Education Subcommittee

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This policy does not form part of the contract of employment and from time to time may be altered following consultation and negotiations with recognised Trade Unions. Any changes will be communicated to employees with reasonable notice. The policy may vary from time to time on a case-by-case basis in consultation and agreement with Union Representatives.

1. Introduction

This is Wickersley School and Sports College's information report about Special Educational Needs and Disabilities (SEND). It is written in line with the SEND Code of Practice 2014, and links to other relevant policies can be found below and on the school website: https://www.wickersley.net

2. The Types of Special Educational Needs Provided for at Wickersley School and Sports College

At Wickersley School and Sports College, we meet children's individual needs and will make reasonable adjustments to do so. Our inclusive ethos is at the heart of everything we do, and we take pride in creating a welcoming and supportive environment for all.

We provide for all types of SEND of which the broad areas are:

- Communication and interaction;
- Cognition and learning;
- Social emotional and mental health difficulties;
- Sensory and/or physical needs

3. Admission of Children with SEND

The Local Authority admits pupils to the school according to its own admissions policy, which can be found at http://www.rotherham.gov.uk/homepage/85/apply_for_a_school_place

Children who have Education, Health & Care plans which name Wickersley School and Sports College and the Hearing Impairment Integrated Resource are given priority.

4. How do we Identify Children and Young People with SEND?

Before joining the school, key staff are in regular communication with primary schools to gather any SEN information, which supports in creating Pupil Support Profiles (PSPs) and enables to us to ensure that all staff have the relevant information about a child's special educational needs, to support them effectively. If a child is identified as having a special educational need, when transitioning to the school, the PSP will provide teachers with adaptive strategies to ensure activities are accessible to the child. Most children will make progress if the work provided by their teachers is effectively adapted to meet their needs, and they receive some extra support from their teacher or teaching assistants, within the mainstream classroom (this is called quality first teaching). Some children will also have the opportunity to access a catch-up, which are time-limited intervention.

If a child is not making progress, despite implementing adaptive strategies as part of quality first teaching, then the teacher will consult the SENDCO's: Mr O Steeple (KS3, SENDCo), Miss. M Smith (KS4/5 SENDCo) and Mrs J Creffield (Non-teaching SENDCo). The SENDco will liaise with relevant staff to gather a clear picture of need and plan next steps, in line with the graduated response. The school may then request further assessments, such as a reading test, or may advise referring the child to a more specialist professional, such as our external Specialist Inclusion Team Teacher or the Speech and Language Service. Following this support, we then put more specialised plans in place to meet the needs of the child. This is when we say that a child has Special Educational Needs, and is added to the school's Special Educational Needs register, when a child is receiving provision different from or additional to that which is normally available to pupils of the same age.

For a few pupils, an Education, Health and Care Plan request for assessment will be appropriate. This is a statutory process which involves parents and all other professionals involved with the child.

5. Involving Parents and Carers

Everyone:

Is asked about their child's needs when their child starts at Wickersley School and Sports College;

- Has the opportunity to discuss any concerns with the class teacher at a pre-arranged time;
- Can telephone the SENDco or Head Teacher with any concerns or queries;
- Is invited to regular meetings;
- Receives a Pupil Progress Report whether they attend Parents' Evenings or not;
- Receives an annual report;
- Is invited to school events

Some Parents:

- Whose child is receiving extra support in class are informed about it at Parents' Evenings or at additional review meetings;
- Whose child is chosen to go on an intervention programme will know because the teacher will discuss this with them;
- May notice things at home that we do not observe at school (please let us know any information that we need to know about your child's needs and developments).

A Few Parents
Whose child needs more specialised support, because they have SEND, will be invited to have additional meetings in school with the SENCO, class teacher and staff from other services involved, to decide how best to meet their child's needs. These meetings happen at least once a term or more often, if needed.

Children who are Looked After by the local authority will have termly Personal Education Plan meetings as a matter of course, these may be more frequent if they have Special Educational Needs.

Supporting Looked After Children (LAC) and Previously Looked After Children (PLAC) with SEND
Children who are Looked After by the Local Authority or Previously Looked After who also have Special Educational Needs receive co-ordinated, multi-agency support to ensure their academic, social, and emotional needs are met holistically.

- **Designated Teacher & SENDCo Oversight:** The school's Designated Teacher for Looked After Children works directly with the SENDCo to oversee provision, monitor progress, and ensure reasonable adjustments are implemented effectively across the curriculum.
- **Integrated Planning & PEP Reviews:** Every Looked After Child has a Personal Education Plan (PEP). Where a child also receives SEN Support or holds an Education, Health and Care Plan (EHCP), termly PEP meetings are aligned with statutory SEN reviews wherever possible. This ensures targets are streamlined, avoiding conflicting plans on carers and social workers.
- **Virtual School & Multi-Agency Collaboration:** We work in close partnership with the Local Authority Virtual School Head (VSH) and local social care teams. We utilise Pupil Premium Plus (PP+) funding and specialist external advice to provide targeted academic interventions, nurture support, or sensory resources tailored to the child's individual needs.

6. Involving Children who have SEND

Before each planning meeting, a familiar member of staff will talk to each child with SEN and find out their views. They might ask about what the child finds easy or hard, who the child goes to for help, what the child would like help with next and what the child likes doing, etc.

All the staff who are working with children with SEND are observing them and listening to them on an on-going everyday basis. They are alert to children's feelings and report any changes to the SENCO and the parents which is then recorded on their support plans.

7. How do we Evaluate the Effectiveness of our SEND Provision?

Children who have special educational needs have individual targets. These can be set by the class teacher or by the Specialist Inclusion Team teacher (LSP targets) The targets are measurable and are reviewed termly or more frequently if appropriate. Parents are invited to review meetings to discuss their child's progress towards their targets and to plan for next steps.

At Wickersley School, we regularly evaluate the effectiveness of the provision made for pupils with SEND to ensure it delivers maximum impact on progress, well-being, and inclusion. We use the following strategies:

The Graduated Approach (Assess, Plan, Do, Review)

- Termly Target Reviews: Individual support plans and target outcomes are reviewed at least termly with class teachers, the SENDCo, parents, and (where appropriate) the pupil.
- Intervention Tracking: Pre- and post-intervention baseline assessments are conducted for all catch-up and specialist intervention groups to measure precise progress (e.g., reading age gains, standardized score changes, or behavioral milestones). If an intervention shows insufficient progress, it is modified or replaced.

Pupil Progress Monitoring & Data Analysis

- Cohort Tracking: The SENDCo and Senior Leadership Team review the academic progress data for all pupils on the SEND Register alongside whole-school data to identify trends, narrow attainment gaps, and ensure high expectations are maintained on a termly basis.
- Qualitative Progress: For pupils with complex needs accessing small-step tracking tools (EYFS Support Journal), progress is evaluated against individualised developmental targets.

Strategic & Governance Oversight

- SEND Governor Audits: The designated SEND Governor meets regularly with the SENDCo to review provision mapping and to conduct learning walks.
- Annual Policy & Provision Review: The SEND Information Report and SEND Policy are reviewed annually by the Local Governing Body and Trust Leadership to evaluate the overall success of the school's inclusive practices.

Pupil and Parent Voice

Feedback Surveys & Review Meetings: Views gathered during termly review meetings, annual EHCP reviews, and annual parent/pupil surveys are analysed to evaluate how supported families feel and adapt provision accordingly. Learning Walks & Drop-Ins: Senior leaders conduct regular classroom drop-ins and book looks to evaluate the quality of adaptive teaching and First Quality Teaching across all key stages.

8. Staff Training and Expertise

- Our SENDCo holds the statutory National Award for SEN Co-ordination (NASENCO) and regularly attends local authority briefings.
- All teaching staff receive regular continuous professional development (CPD) on adaptive teaching strategies, Speech, Language and Communication Needs (SLCN), and Autism Spectrum Condition (ASC) awareness.
- Our support staff have a variety of training including use of Widgit symbols, sensory circuits, Fluency Project, and targeted reading interventions such as the Fluency Project and First Class at Number.
- When a pupil presents with complex individual needs, bespoke training is commissioned directly through external agencies, such as the Local Authority Specialist Inclusion Team, Educational Psychology Service, or NHS Occupational Therapy/Physiotherapy teams.

9. Securing Equipment and Facilities

Wickersley School ensures that all children with SEND have access to the necessary specialist equipment and facilities to fully participate in school life:

- Funding & Procuring Learning Resources: Specialist learning resources, sensory regulation tools (such as sensory circuits, weighted blankets, and movement cushions), alternative communication aids such as Widgit, and assistive technology software are funded and secured through the school's delegated SEN budget.
- Specialist Physical & Medical Equipment: Where a child requires bespoke physical, medical, or sensory equipment (such as specialist seating, standing frames, or hearing technology), the SENDCo collaborates directly with NHS Occupational Therapy, Physiotherapy, or Local Authority Sensory Services to assess needs, procure equipment, and train staff on safe use.
- Environmental Accessibility: Physical facilities and site adaptations (such as level access, accessible toilet facilities, and sensory spaces) are continually reviewed and upgraded in accordance with the school's Accessibility Plan**.**

10. Transition to a New School/Post-16 Provision

Before a child moves to a new provision, the SENDCo at Wickersley School and Sports College will attend any relevant meetings and share information. This ensures that all necessary plans are in place for a smooth and successful transition. Transition arrangements are tailored to each child's individual needs, and staff from Wickersley School and Sports College can support by accompanying children on additional visits to their new provision if needed, as part of an enhanced transition package.

11. Support for Pupils with Medical Conditions

Wickersley School is committed to ensuring that pupils with medical conditions are fully supported so they have complete access to education, including school trips and physical education.

- Individual Healthcare Plans (IHCPs): Where appropriate, detailed Healthcare Plans are completed in partnership with parents, healthcare professionals, and the pupil. These plans outline daily management, emergency protocols, and staff training needs.
- For pupils who have both medical needs and Special Educational Needs, medical support is integrated directly into their SEN Support Plan or Education, Health and Care Plan (EHCP).
- Policy Reference: Management of medicines and health procedures is carried out in line with our *Supporting Pupils with Medical Conditions Policy*, available on the school website.

12. Possible Plans for Children with SEN

At Wickersley School and Sports College, we are very flexible and will do our best to put in place whatever a child needs, so that they are not treated less favourably than other pupils. This could include:

- A sensory approach to learning including sensory circuits;
- More practical activities;
- Smaller learning steps;
- Extra help/supervision from a member of staff;
- Small group or one to one work;
- Different resources or facilities;
- A visual timetable;
- A workstation
- Access to nurture provision or continuous provision

Our staff are experienced and trained in meeting children's needs. When needed, specialist training is arranged so that a child's plan can be delivered.

13. A Whole School Approach

At Wickersley School, we recognise that supporting pupils with Special Educational Needs and Disabilities (SEND) is the responsibility of the whole school. We promote an inclusive approach where all staff understand pupils' individual needs and work together to remove barriers to learning.

Quality First Teaching is at the heart of our approach. Teachers provide well-planned, inclusive lessons with clear explanations, appropriate modelling, regular checking of understanding and opportunities for pupils to demonstrate their learning. High expectations are maintained for all pupils, while teaching is adapted to meet individual needs.

Adaptive Teaching enables staff to respond to the needs of pupils during lessons. This may include adapting explanations, resources, questioning, tasks, pace or levels of support. Teachers use assessment and their knowledge of pupils, alongside a Pupil Support Plan, to identify barriers and provide appropriate support, helping pupils to become increasingly independent learners.
Reasonable Adjustments are made where necessary to ensure that pupils with SEND can access learning and participate fully in school life. These may include adjustments to the learning environment, uniform, teaching approaches, resources, communication, assessment arrangements or the way pupils demonstrate their understanding.

For identified students in Key Stage 3, we offer a foundational knowledge curriculum focused on the essential building blocks of literacy, numeracy and communication that underpin academic and social success. We recognise that these areas are intrinsically linked to social, emotional and mental health (SEMH) and overall well-being. As a school, we strategically identify students who have gaps in these foundational areas and prioritise the development of confidence and skills in reading fluency, mathematical operations and oral language, alongside robust strategies for emotional regulation and well-being.

By explicitly breaking down academic and emotional skills into small, sequential steps, we aim to reduce cognitive overload while supporting students' overall well-being. This holistic and targeted approach enables students to overcome barriers to engagement, address gaps in learning and confidently access the wider curriculum, while also developing the resilience and independence needed for a successful transition into Key Stage 4 and beyond.

At Wickersley School, these approaches are supported through effective collaboration between school staff, pupil's families and external professionals. Regular communication, assessment and review enable us to identify the needs at an early target, monitor progress and ensure that provision remains appropriate and effective. Through our inclusive approach, we aim to remove barriers to learning and provide every pupil with the support they need to achieve, develop and participate fully in school life. This reflects our commitment to our vision: ‘**"We aim to send all young people into an ever-changing world able and qualified to play their full part in it."**

14. Access Disability, Accessibility, and Preventing Less Favourable Treatment

In accordance with Section 69 of the Children and Families Act 2014 and the Equality Act 2010, Wickersley School takes proactive steps to ensure that disabled pupils are not treated less favourably than other pupils.

- Preventing Discrimination: We make reasonable adjustments across all areas of school life—including teaching methods, physical environments, classroom equipment, and curriculum delivery—to ensure disabled pupils have equal access to learning, extra-curricular activities, school trips, and residential visits.
- Improving Physical & Curriculum Access: Facilities include level access throughout teaching areas, accessible toilet facilities, and sensory spaces. We continuously review physical accessibility and adaptive learning resources to meet the individual needs of our pupils.
- Accessibility Plan: Our strategy for increasing curriculum access, improving the physical environment, and enhancing the delivery of written information to disabled pupils is detailed in the school's *Accessibility Plan*, available on the school website or upon request from the school office.

15. Complaints

If parents of children with SEND have any concerns or complaints regarding the provision for their child, they should contact either Mr O Steeple (KS3 SENDCo), Miss. M Smith (KS4/5 SENDCo) and Mrs J Creffield (Non-teaching SENDCo). If the matter is not resolved, parents should follow the school's Complaints Procedure, which is available from the school office or on the school website.

Informal Resolution
If you have a concern or complaint regarding your child's SEND provision, please talk to us first:

- First point of contact: Class Teacher
- Next step: Contact the SENDCO or Headteacher via the school office or email.

Formal Escalation
If your concern cannot be resolved informally, you can submit a formal complaint in writing. The complaint will follow the Wickersley Partnership Trust staged process:

- **Stage 1:** Senior Leadership Team investigation
- **Stage 2:** Headteacher investigation
- **Stage 3:** Governors' Panel Hearing
- **Stage 4:** Trust Senior Management review
- **Stage 5:** Board of Trustees review

Statutory Matters & Independent Advice

- **EHC Plans & Statutory Assessments:** Concerns about formal assessments or EHCPs fall outside the school procedure and must be raised directly with **Rotherham Local Authority**.
- **Independent Support:** Parents can get free, confidential advice from **Rotherham SENDIASS** or the **Rotherham Parents Forum (RPCF)**.

16. Useful Contacts and Information

The Local Offer
The School's contribution to the local offer can be found at www.rotherhamsendlocaloffer.org
Or via the school website: https://www.wickersley.net

SEND Co-ordinator - KS3: Mr Oliver Steeple
Contact: curriculumsupport@wickersley.net
Telephone: 01709 542147

SEND Co-ordinator - KS4/5: Miss Michelle Smith
Contact: curriculumsupport@wickersley.net
Telephone: 01709 542147

Non-teaching SENDCo: Mrs Jessica Creffield
Contact: curriculumsupport@wickersley.net
Telephone: 01709 542147

Headteacher: Mr Hardcastle
Contact: contactus@wickersley.net
Telephone: 01709 542147

Parents / Carers Forum:
A registered charity run by and for families of children and young people (aged 0-25) who have Special Educational Needs and/or Disabilities (SEND)
https://www.rpcf.co.uk/
Contact: 01709 296262

SENDIASS
www.rotherhamsendiass.org.uk
Information, advice and support for parents and carers of children with SEND Contact: 01709 823627

The Government guide to SEND for Parents:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/344424/Special_educational_needs_and_disabilites_guide_for_parents_and_carers.pdf

For information on admissions, please visit:
http://www.rotherham.gov.uk/homepage/85/apply_for_a_school_place

17. External Services

- Specialist Inclusion Team 01709 334087
- Speech and Language Therapy Service 01709 423229 or 423230

- Visual Impairment Service 01709 336415
- Hearing Impairment Service 01709 336430
- Child Development Centre 01709 428850
- Occupational Therapy 01709 424400
- Physiotherapy 01709 424400
- Psychology Service 01709 822581
- 0-19 service 01709 820000
- Early Help 01709 382121

18. Glossary of Terms (Partial List)

Acronym	Term
ASC	Autistic Spectrum Condition
COP	Code of Practice
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
LSS	Learning Support Service
OT	Occupational Therapist
SaLT	Speech & Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENCO	Special Educational Needs Co-ordinator
SLCN	Speech, Language and Communication Needs

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