



WICKERSLEY
PARTNERSHIP
TRUST.

SEND Information Report

Wickersley School and Sports College

DATE: January 2026

OWNED BY: Executive Lead for SEND

APPROVED BY: Education Subcommittee

WICKERSLEY PARTNERSHIP TRUST

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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 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, such as ourtermly coffee mornings

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.

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 Assess and Review Children's Progress?

Children who have special educational needs have individual 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.

8. Transition to a 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.

9. 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;
- 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.

10. A Whole School Approach

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;
- 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.

- We make sure that adjustments are in place so that children with SEND can access all the activities available in school. We may provide additional resources or support, or we may adapt the activity to make it accessible.
- We provide high-quality support for improving everyone's emotional and social development by encouraging and making every opportunity for children to express their views and feelings.
- We have a rigorous report and monitoring system for bullying and investigate any complaint thoroughly and seriously

11. Access Facilities

The school site is fully accessible and reasonable adjustments are implemented to support all students in accessing a broad and balanced curriculum.

12. 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.

13. Useful Contacts and Information

The Local Offer

The School's contribution to the local offer can be found at www.rotherhansendlocaloffer.org

Or via the school website: www.Wickersley

SEND Co-ordinator -KS3:

Contact: Mr Oliver Steeple

Telephone: 01709 542 147

SEND Co-ordinator - KS4/5:

Contact: Miss Michelle Smith

Telephone:01709 542 147

Non-teaching SENDCo:

Contact: Mrs Jessica Creffield

Telephone:01709 542 147

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_disabilities_guide_for_parents_and_carers.pdf

For information on admissions, please visit:

http://www.rotherham.gov.uk/homepage/85/apply_for_a_school_place

14. External Services

- 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





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