



MALTBYLEARNINGTRUST
Exceptional Experiences. Successful Lives.

SEND Information Report

2023-24

Sir Thomas Wharton
Academy

All pictures of children are chosen regardless whether they have SEND or not. This is our inclusive approach

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What is our vision?

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.

All students are **valued equally**.

We are committed to creating an **inclusive environment**, where **provision is adapted** to the needs and abilities of students, no matter how varied.

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. We do this through delivering exceptional learning experiences.



What is the SEND Information Report?

The aim of this SEND 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 Academy and what we do for our students who have SEND.

If you want to know more about our arrangements for SEND, you can read our SEND policy.

You can find it on our website: [STWA SEND Policy](#)

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 SEND does the Academy provide for?

Our Academy currently provides for students with the below needs. Some young people have more than one type of SEND.

Cognition and Learning, including:

- Learning difficulties
- Dyslexia & dyscalculia
- Focus, attention or memory difficulties

Communication and Interaction, including:

- Autism
- Social communication difficulties
- Speech & language difficulties

Social, Emotional Mental Health difficulties, including:

- ADHD and ADD
- Anxiety
- Dysregulated behaviours

Physical / Sensory needs, including:

- Physical needs
- Hearing impairment
- Visual impairment

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

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

| Examples of our Universal Provision | | | |
|---|---|---|--|
| Communication and Interaction | Cognition and Learning | Social, emotional and mental health | Physical and/or sensory |
| <p>Whole school teaching and learning strategies:</p> <ul style="list-style-type: none"> •Oracy framework •Think – Pair – Share; students are given processing time. •Lesson cycle <p>Student specific strategies:</p> <ul style="list-style-type: none"> •Task management boards •Group work support •Preparation for change •Praise •Use the student's name first to draw their attention <p>Extracurricular offer</p> <ul style="list-style-type: none"> •Lego club •Sign language club •Board game club •Culture club •Inclusion displays | <p>Whole school teaching and learning strategies:</p> <ul style="list-style-type: none"> •Homework strategy •Reading strategy •Questioning strategies •Lesson cycle •KS3 reading provision •KS3 reading lessons •Glossaries •Sentence stems <p>Whole class strategies:</p> <ul style="list-style-type: none"> •Visual/audio demonstrations •Technology is used to effectively scaffold learning. •Tangible apparatus and adapted resources <p>Student specific strategies:</p> <ul style="list-style-type: none"> •Task management boards •Mini whiteboards | <p>Whole school wider curriculum:</p> <ul style="list-style-type: none"> •Assemblies •Tutor time/Life skills curriculum <p>Whole school behaviour management:</p> <ul style="list-style-type: none"> •Rewards and consequence system •Seating plans •Relational practices <p>Support from external agencies:</p> <ul style="list-style-type: none"> •WMIM lunch time workshops •School nurse lunch time workshops •KOOH assemblies •MAST workshops <p>Student specific strategies:</p> <ul style="list-style-type: none"> •Tutor support •Key workers •Collecting student voice •Groupings •Post-16 mentors | <p>Whole class strategies:</p> <ul style="list-style-type: none"> •Calm and purposeful climate for learning •The physical accessibility of the building is assessed. •Student's views are used to inform planning for physical or sensory adaptations. •Meaningful displays are visually accessible. •Staff awareness of lighting. •Use of pale background and accessible font styles. •QA of resources to ensure lesson PowerPoints are clear for VI students. •Consistent approach to gaining students' attention through 'active listening' ensures a quiet environment for HI students. |

Universal Offer- PLD

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

All staff receive training in order to be able to support all students and ensure they meet the needs of SEND students within their role.

Induction PLD - All staff access a SEND Induction. SEND processes are in the teaching and learning booklet and booklet for cover staff.

INSET days – the SENDCo delivers training to all teaching staff on each INSET day.

Trainee teachers - All trainees access a SEND specific session around the four broad areas of need and inclusive teaching.

SEND Bulletin - The Inclusion Team share a half termly bulletin, focusing on an area of need, highlighting recent research and best practice.



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SEND Bulletin - The Inclusion Team share a half termly bulletin, focusing on an area of need, highlighting recent research and best practice.

SEND Shorts – Staff have access to up to date research, resources and student voice for a range of different SEND, compiled into one document which we call a 'SEND Short'



What should I do if I think my child needs SEND Support?

Tell us about your concern

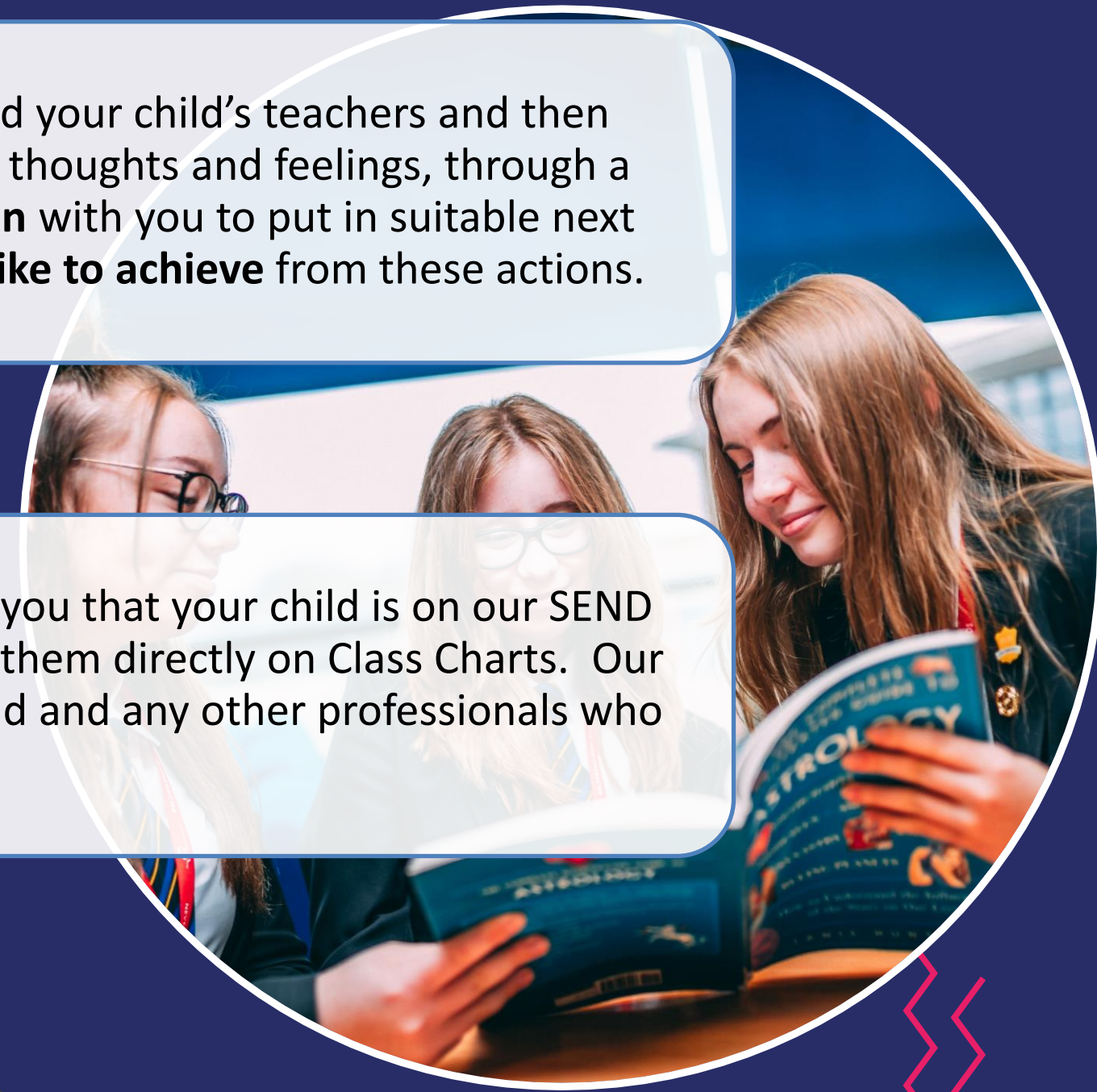
- Parents and carers are an integral part of the identification of SEND process, as you know will know all about your child's history. If you have a concern, the best person to contact is your child's **Student Welfare Manager or Student Achievement Leader**, as they know your child best.

We will gather information about your child

- If you raise a concern about your child, it is likely we **will gather information** from yourself and your child's teachers and then **discuss your concern at our Vulnerable Learners Network**. We will always gather your child's thoughts and feelings, through a variety of different methods, to ensure their voice is heard. We will then **work in coproduction** with you to put in suitable next steps to meet your child's needs. This will include **clear actions** and include **what we would like to achieve** from these actions.

We will work with you to decide on appropriate next steps

- If your child requires a **special educational provision**, we will discuss this with you and notify you that your child is on our SEND register. Your child will have key worker from the SEND team, and you will be able to contact them directly on Class Charts. Our students with SEND have an **Individual Education Plan** which we will write with you, your child and any other professionals who support your child. You will be able to access this plan on Provision Map.



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

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, and 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 ask for your opinion and speak to your 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 in writing.
- 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.



Targeted Offer

Targeted Offer

Some young people may require additional intervention and support in order to make progress. Interventions to support difficulties are done so in a variety of different ways and not all are exclusively for students with SEND. Many interventions are based within departments. Staff throughout the Academy are well placed to identify needs and provide evidence-based 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 student has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

Interventions to support difficulties are done so in a variety of different ways and not all are exclusively for students with SEND. Many interventions are based within departments.



Targeted Offer

Examples of our Targeted Provisions

| Communication and Interaction | Cognition and Learning | Social, emotional and mental health difficulties | Physical and/or sensory |
|---|--|--|--|
| <p>Student specific strategies:</p> <ul style="list-style-type: none"> • IEPs • Language modification techniques • Now and next boards • Sensory breaks • Personalised reward strategies • Uniform adjustments • Social stories <p>Student specific resources:</p> <ul style="list-style-type: none"> • Visual timetables • Wobble cushions/Kick bands • Ear plugs • Doodle books <p>Student specific support:</p> <ul style="list-style-type: none"> • Breakfast club • Personalised welcome • Social time support • Lego therapy/Board games • Mentoring • TA Class support | <p>Student specific strategies:</p> <ul style="list-style-type: none"> • IEPs • Pre-teaching of key vocabulary • Seating plans • Additional time • Differentiation of the curriculum <p>Student specific resources:</p> <ul style="list-style-type: none"> • Modified resources • Laptops • Reading pens <p>Student specific support:</p> <ul style="list-style-type: none"> • Reader/Scribe • TA Class support • Prep learning provision • Dyslexia screening • Reading - 1:1 support/tutor time small group/lesson support • Small group teaching | <p>Student specific strategies:</p> <ul style="list-style-type: none"> • IEPs/ IBPs • Risk assessment • Personalised reward strategies • Seating plans • Movement breaks <p>Student specific resources:</p> <ul style="list-style-type: none"> • Fidget toys • Ear plugs <p>Student specific support:</p> <ul style="list-style-type: none"> • Personalised welcome • Mentoring • TA Class support • Breakfast club • Pastoral support • Thrive provision • Exceed provision • WMIM group workshops • KOOTH | <p>Student specific strategies:</p> <ul style="list-style-type: none"> • IEPs • Seating plans • Flexibility with uniform policy <p>Student specific resources:</p> <ul style="list-style-type: none"> • Modified resources • iPads • Laptops • Fidget toys including oral • Access to sensory equipment (writing slopes, pencil grips, wobble cushions, fidget toys, ear defenders, chew pen tops) <p>Student specific support:</p> <ul style="list-style-type: none"> • Handwriting provision • Fine motor skill provision • TA Class support |

Targeted offer:

Individual Education Plans (IEPs)

If your child requires a **special educational provision**, we will discuss this with you and notify you that your child is on our SEND register. Your child will have key worker from the SEND team, and you will be able to contact them directly on Class Charts.

Our students with SEND have an **Individual Education Plan** which we will write with you, your child and any other professionals who support your child. You will be able to access this plan on Provision Map.

We will meet with you three times a year, at least, to review the progress your child has made towards the desired outcomes agreed on your child's Individual Education Plan. As your child prepares for adulthood, these outcomes reflect your child's dreams and ambitions.

Two of these meetings will be with your child's key worker and one meeting will be with your child's teachers at Parents Evening.



Thrive

Thrive is a key part of our targeted offer and is 1:1 and group support for students, targeted at a student's area of difficulty.

A number of students in the academy have access Thrive support, identified through VLN, from the Inclusion Managers for a range of needs, including:

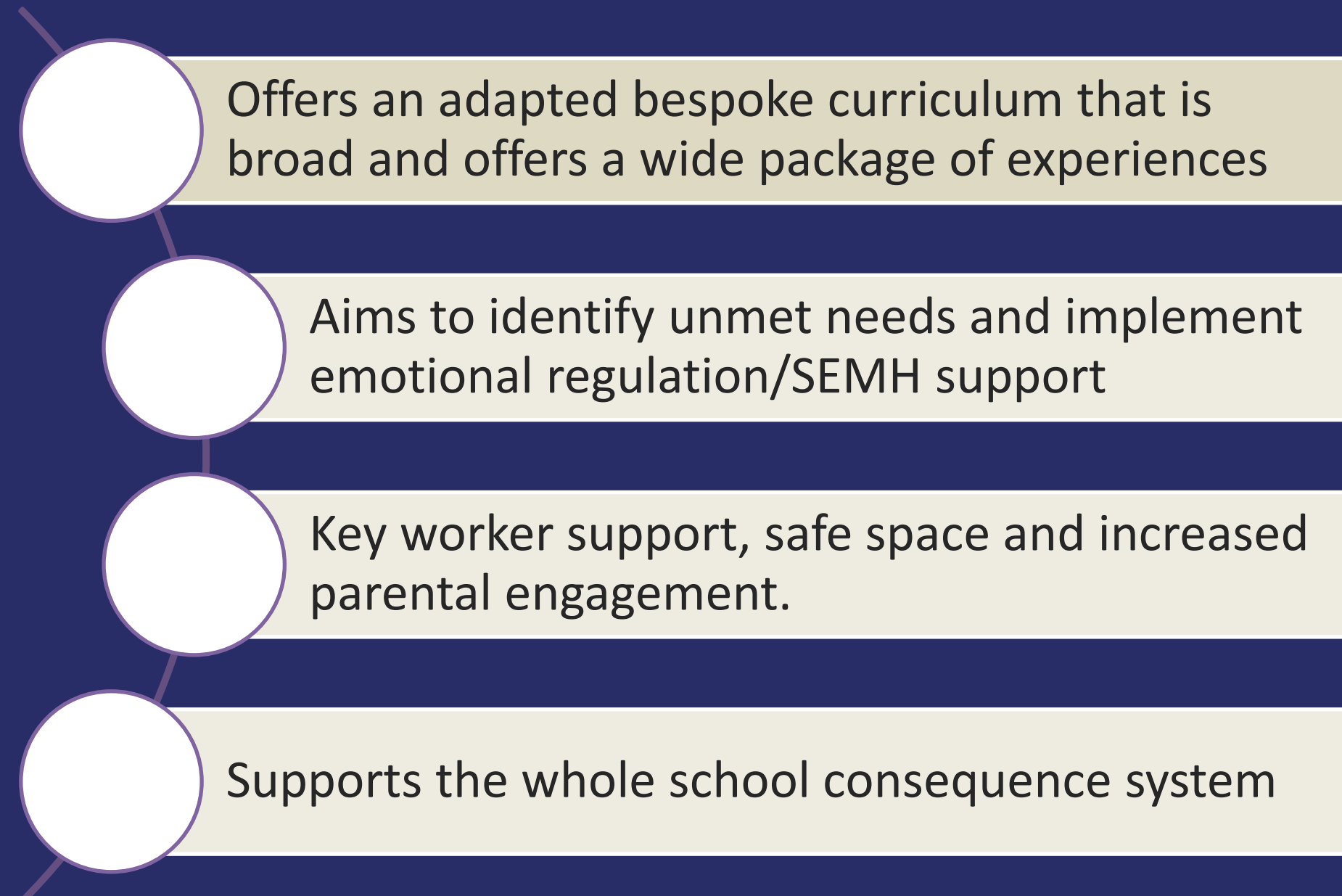
- Anxiety
- Low mood
- Self-harm
- Sleep
- Stress and examinations stress
- Communication skills
- Bereavement
- EAL skills
- Revision and opportunities for overlearning
- Reading



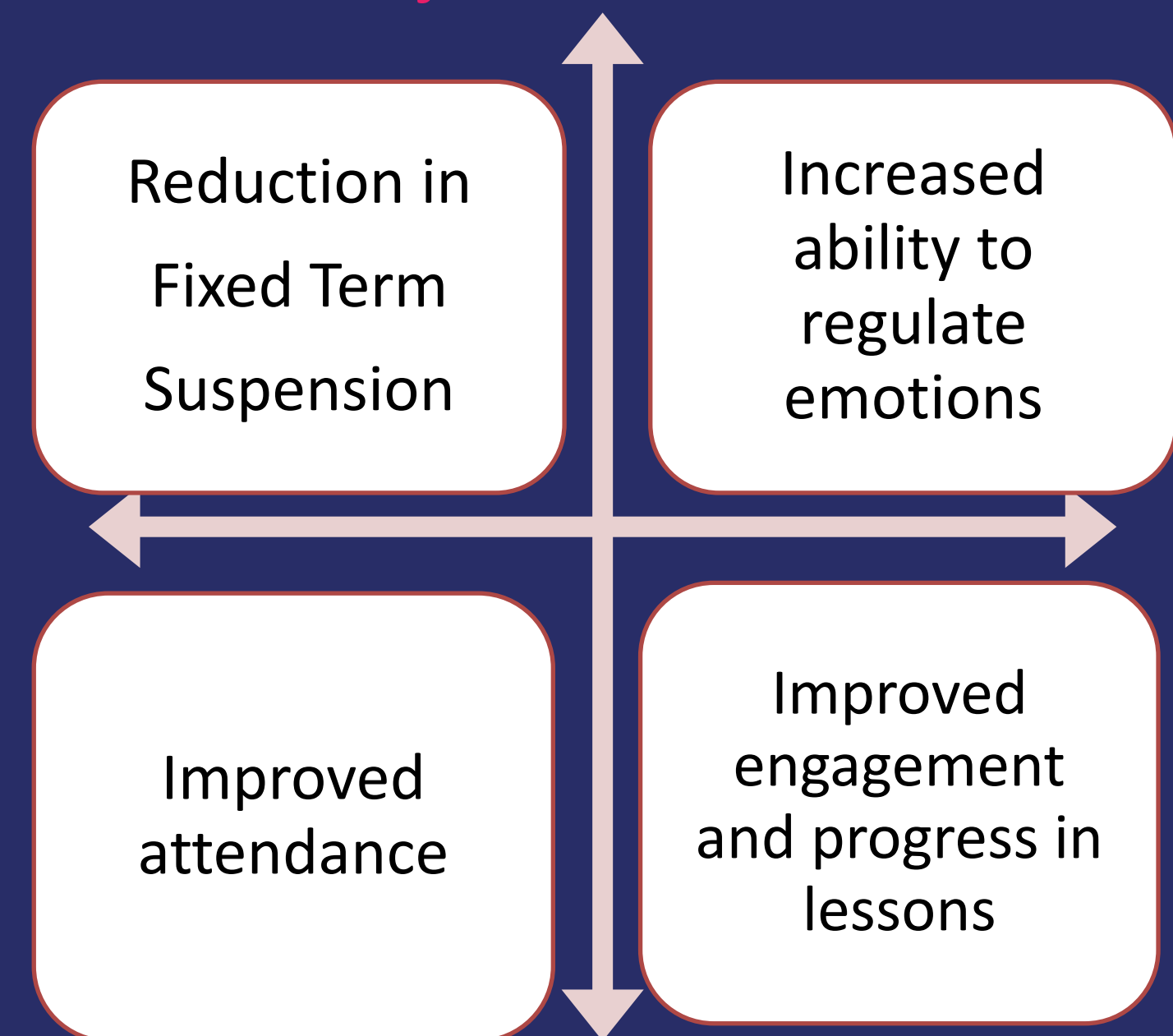
Targeted offer: Onsite Alternative Provision- Exceed

At Sir Thomas Wharton Academy we recognise that some children find it difficult to regulate their emotions and feelings. Exceed is an on-site alternative provision that provides interventions and bespoke curriculum to support children to go onto succeed in school and post-16.

What is Exceed?



Aims and objectives:



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

Our special educational needs co-ordinator, or SENDCO



Our SENDCO is Ella Dixon.

Our SENDCo, Ella Dixon, has worked at STWA since 2017 and is an English teacher.

Miss Dixon completed a Masters in Special Educational Needs at the University of Leeds in 2017.

Miss Dixon later studied for her National Award in SEND Coordination in 2020.

You can contact Miss Dixon via email:
e.dixon@stwacademy.com

Our Assistant SENDCo



Our Assistant SENCO is Laura Queen.

Our Assistant SENDCo, Laura Queen, has worked at STWA since 2011.

Miss Queen is a non-teaching member of staff, designating all of her time to supporting students with SEND and leading our team of teaching assistants.

You can contact Miss Queen via email:
l.queen@stwacademy.com

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

- Miss Severns is one of our Inclusion Managers.
- Miss Severns has worked at STWA since 2018 and was previously a student welfare manager.



- Miss Shaw is one of our Inclusion Managers.
- Miss Shaw has worked at STWA since 2021 and was previously a teaching assistant.



Miss Shaw and Miss Severns have both completed a wealth of training. They are both trained Mental Health First Aiders. Miss Severns is qualified to train others to complete this course. Miss Shaw is also a trained Sleep Champion. Both of our Inclusion Managers complete regular training to ensure their knowledge and skills are kept up to date in order to provide support for our students.



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

The Teaching Assistant team complete regular training, delivered by the SENDCo, Senior Leaders and staff who are experts in their field from outside of the academy. The team are invested in their professional development in order to support our students with SEND. Many of our TA team have completed an Apprenticeship qualification.



Miss Young



Miss Hobson



Mr Martin



Mrs Long



Mr Wootton



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

All staff receive training in order to be able to support all students and ensure they meet the needs of SEND students within their role.

Examples of our training our staff have received

| PLD to support our Universal Provision | PLD to support our Targeted Provision | PLD to support our Specialist Provision |
|--|---|---|
| <ul style="list-style-type: none"> •Induction PLD - All staff access a SEND Induction. SEND processes are in the teaching and learning booklet and booklet for cover staff. •INSET days – the SENDCo delivers training to all teaching staff on each INSET day. •Trainee teachers - All trainees access a SEND specific session around the four broad areas of need and inclusive teaching. •SEND Bulletin - The Inclusion Team share a half termly bulletin, focusing on an area of need, highlighting recent research and best practice. | <ul style="list-style-type: none"> •Subject Leaders – All subject leaders access PLD, delivered by the SENDCo and driven by research, in order to ensure the curriculum is effectively adapted and differentiated for students with SEND. •SEND Champions – All subject areas have a designated SEND Champion – this is a member of staff who receives additional SEND training that they share with their department. •Mental Health First Aid – our SEND and Pastoral teams all undertake a two day course to better understand students' mental health needs. | <ul style="list-style-type: none"> •Senior Mental Health Lead – Our SENDCo has completed her Senior Mental Health Lead training which was delivered by Doncaster Educational Psychologists. •Staff supervision – Our linked Educational Psychologist has delivered training to different groups of staff to better understand and meet the needs to students with a variety of needs. •Behaviour management training – Our SEND and Pastoral teams have accessed a programme of training sessions delivered by the Doncaster Behaviour team. |



Specialist Offer

Specialist Provision

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

Students may also require specialist support to complement and enhance the universal and/or targeted support they receive.

We regularly communicates with any other professionals who are involved with each student. Advice received from other professionals is used to inform teaching and learning and pastoral provision.

We involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting young people's SEND and supporting their families through the relevant referral systems, seeking parental permission in most scenarios.

Anyone can bring a young person who has (or may have) SEND to the attention of the local authority. A request for an EHC needs assessment may be made when:

- Your child does not make expected progress following targeted interventions
- The special educational provision your child requires cannot reasonably be provided from within the resources normally available at the Academy



Specialist Offer:

External agencies and expert advice

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

| Examples of our Specialist Provisions | | | |
|--|---|---|---|
| Communication and Interaction | Cognition and Learning | Social, emotional and mental health difficulties | Physical and/or sensory |
| <ul style="list-style-type: none"> •Autism, Social Communication Education and Training services •Speech and Language therapy •Educational Psychology •The Sleep Charity •Use of the General Development Assessment Pathway (GDA) | <ul style="list-style-type: none"> •Educational Psychology •Multi agency triage | <ul style="list-style-type: none"> •With Me In Mind •Children and Adolescents Mental Health service •Behaviour Outreach Support Service •Educational Psychology •School nursing •The Sleep Charity •MAST Counselling | <ul style="list-style-type: none"> •Occupational and Physiotherapies •School nursing •Hearing Impairment team •Visual Impairment team |

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 [number of] 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.**



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/form teacher 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?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 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
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey



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. The best person to contact is your child's Student Welfare Manager or Student Achievement Leader, as they know your child best. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Doncaster's local offer:

<https://www.doncaster.gov.uk/services/schools/local-offer-specialist-education-support-services>

Our local special educational needs and disabilities information advice and support services organisation is Doncaster SENDIAS: <https://www.doncaster.gov.uk/services/schools/sendias>

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

- IPSEA: <https://www.ipsea.org.uk/>
- SEND family support: <https://sendfs.co.uk/>
- NSPCC: <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/supporting-children-special-educational-needs-disabilities/>
- Family Action: <https://www.family-action.org.uk/what-we-do/children-families/send/>
- Special Needs Jungle: <https://www.specialneedsjungle.com/>



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

We offer a wide range of opportunities to all students, with specific support available to students with SEND within Thrive before the school day, at social times, and after the school day.

All of our extra-curricular activities and visits are available to all our students. All students are encouraged to go on our school trips, including residential trips.

All students take part in fundraising and charity work within the Academy.

All students are encouraged to take up roles representing their year group as student council reps, form and sports captains.

No student is ever excluded from taking part in these activities because of their SEND and we will make whatever reasonable adjustments are needed to make sure everyone can be included.



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

Please see the Academy's Admission information [STWA 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 [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?

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

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

- Bridging Project - 8-week transition programme for Vulnerable Learners
- Attending primary review meetings
- Primary day visits including meeting with key staff, meeting parents/carers, delivering STWA oracy lesson, student voice, nurture group work
- Transition days
- Parent/carers transition evening

- At Y9, all students with SEND are interviewed by the SENDCo and Assistant SENDCo to ensure their options are appropriate.
- At Y11, all students are access a careers interview and post-16 interview with senior leaders to secure their post-16 provision.
- At Y9, all students with SEND are interviewed by the SENDCo and Assistant SENDCo to ensure their options are appropriate.
- At Y11, all students are access a careers interview and post-16 interview with senior leaders to secure their post-16 provision. The careers team will support SEN visits to special colleges such as Harrison College etc

What support is in place for looked-after and previously looked-after children with SEN?

The Designated Teacher, Student Welfare Manager and Student Achievement Leader will ensure that all teachers understand how a looked-after or previously looked-after student's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Young people who are looked-after or previously looked-after will be supported much in the same way as any other young person who has SEND.

However, looked-after students will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.



How will the Academy support my child's mental health and emotional and social development?

The mental health and wellbeing of our students is of paramount importance to us, and we do everything we can to help.

At Sir Thomas Wharton Academy, each year group receives support and guidance from their Student Welfare Manager and Student Achievement Leader. The year teams oversee the progress your child makes in lesson, their attendance, investment in learning and wellbeing.

The Academy's Senior Mental Health Lead, Miss Dixon, oversees the offer that students receive, and all students raised as a concern or who are receiving support are monitored in weekly pastoral meetings and in our fortnightly Vulnerable Learner's Network.

Our support for mental health and emotional and social development are a key part of our universal, targeted and specialist provisions.



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

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.

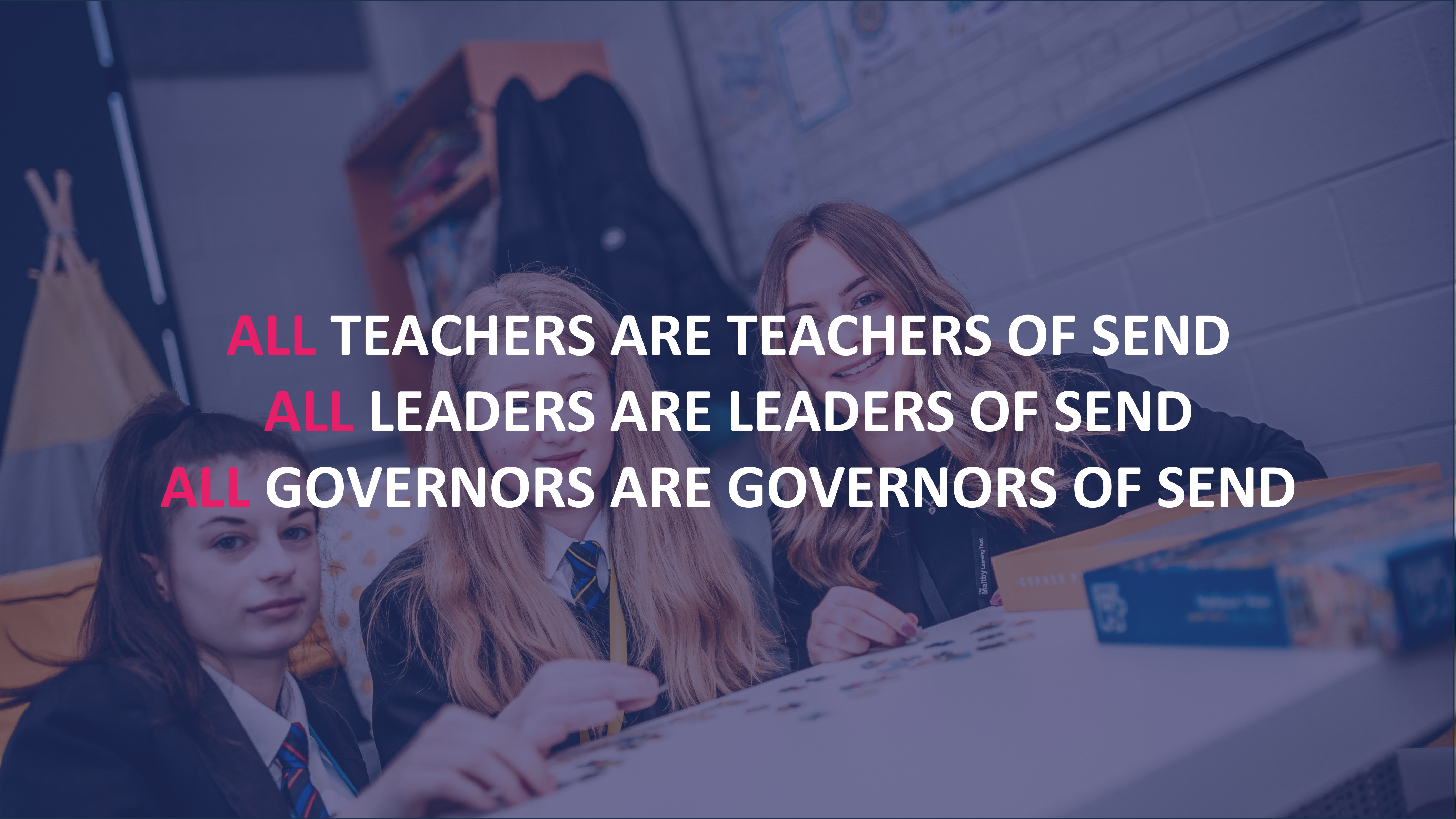
Parents who wish to make a complaint regarding SEND provision are strongly encouraged to speak to the Assistant SENDCo/SENDCo in the first instance. If the issue cannot be resolved at this level or the complaint is about the Principal, please access information via the [MLT Complaints Policy](#).

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



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