



Special Educational Needs (SEN) Information Report

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An academy within:



“Learning together, to be the best we can be”

1. What types of SEN does the school provide for?

1.1. Our school provides for pupils with a main presenting need of MLD. The following needs could also be part of their SEND:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment (dependant on the level of need)
	Physical impairment (as a secondary need)

2. Which Staff will Support My Child, and what training have the had?

This is a link to our Pupil Support Team:

[Pupil Support](#) The Pupil Support team (PST) are there to support all the social, emotional and mental health needs of all the pupils. They are experienced in many areas of SEND and support families as well as the staff at The Willows with advice and ways of meeting every child’s individual needs.

Class/subject teachers

- 2.1. All of our teachers receive in-house as well as external SEN training, and are supported by the PST and SLT to meet the needs of pupils. The training includes ACE, ASD, dyslexic tendencies, SEMH.

Teaching assistants (TAs)

- 2.2. We have a team of 40 TAs, as well as 12 higher-level teaching assistants (HLTAs) who are trained to support our SEN provision.

We have several teaching assistants who are trained to deliver interventions including speech and language, reading, maths, well-being, counselling, physiotherapy.

In the last academic year, TAs have been trained in ACE as something extra as well as the other training they receive.

External agencies and experts

- 2.3. 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
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

3. How will I Be Involved In Decisions Made About My Child's Education?

- 3.1. We will provide annual reports along with their Annual Review as part of their EHCP.

- 3.2. Your child's class/form teacher will offer meetings throughout the year alongside their Annual Review which is lead by one of the Senior Leaders. This will be 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
- 3.3. 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.
- 3.4. 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.
- 3.5. 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.
- 3.6. 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.
- 3.7. If you have concerns that arise between these meetings, please contact your child's class teacher using either Class Dojo, email or phone call.

4. How Will My Child Be Involved In Decision Made About Their Education?

- 4.1. The level of involvement will depend on your child's age, and level of competence. We recognise that children are not the same, so we will decide on a case-by-case basis, with your input.
- 4.2. 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

5. How Will The School Adapt Its Teaching For My Children?

- 5.1. This is a link to our schools accessibility plan [Willows-Accessibility-Plan-July-24.pdf](#) which states our commitment to meeting the needs of all.
- 5.2. Your child's teacher/s is/are responsible and accountable for the progress and development of all the pupils in their class.
- 5.3. 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.
- 5.4. 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.
- 5.5. These adaptations include:
 - Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, adapting the teaching style or content of the lesson, etc.
 - Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, using images to support understanding etc.
 - Adapting our resources and staffing
 - Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

6. How will the School Evaluate Whether The Support In Place Is Helping My Child?

- 6.1. 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 they complete an intervention programme
- Using pupil questionnaires/pupil voice
- Monitoring through the Annual Review

7. How Will the School Resources Be Secured For My Child

7.1. It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

7.2. If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

8. How Will The School Make Sure My Child Is Included In Activities Alongside Pupils Who Don't Have SEND?

- 8.1. All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs.
- 8.2. All pupils are encouraged to go on our school trips, including our residential trip(s) to Austerfield and Kingswood.
- 8.3. All pupils are encouraged to take part in sports day/school plays/special workshops.

9. How Does the School Support Pupils With Disabilities?

- 9.1. The steps you have taken to prevent disabled pupils from being treated less favourably than other pupils
- 9.2. The facilities you provide to help disabled pupils access your school, including the provision of auxiliary aids and services
- 9.3. How to find your school's accessibility plan. It should cover how you 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 There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children have found useful.

10. What Support Will Be Available For My Child As They Transition Between Classes or Settings, Or In Preparing For Adulthood?

10.1. Pupils will be prepared for the transition by:

- Attending a whole school transitions week with their new class, teachers and TA's.

[Onto adulthood \(for secondary schools\)](#)

10.2. We provide all our pupils with appropriate advice on paths into work or further education.

10.3. We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

11. What Should I Do If I Have A Complaint About My Child's SEN Support?

- 11.1. If you are not happy with the way your child's needs are being met, we encourage you to make an appointment with their class teacher, the Head of their department (SLT) or someone from the PST.
- 11.2. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).
- 11.3. If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>
- 11.4. You can make a claim about alleged discrimination regarding:
- Admission
 - Exclusion
 - Provision of education and associated services
 - Making reasonable adjustments, including the provision of auxiliary aids and services
- 11.5. Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.
- 11.6. This is the link to the complaints procedure that the school follows: [672882bd3dba4072612830.pdf](#).

12. What Support is Available To Me And My Family?

- 12.1. 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.
- 12.2. Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:
- [Special educational needs – Rotherham Metropolitan Borough Council](#)
- 12.3. Local charities that offer information and support to families of children with SEND are:
- [RPCF Rotherham Parent Carers Forum](#)

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

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)