



## **Special Educational Needs and Disabilities (SEND) Information Report**

**School:** Ackworth Mill Dam

**SENCo:** Caroline Coates

**Local Authority:** Wakefield

Ackworth Mill Dam is committed to ensuring that every child feels valued, supported and able to thrive in our inclusive school community. We are committed to providing a broad, balanced and ambitious curriculum for all pupils, including those with Special Educational Needs and Disabilities (SEND). We aim to identify needs early, work in close partnership with families, and provide support that enables pupils to achieve well, develop independence and participate fully in school life.

This information report is intended to explain how Ackworth Mill Dam implements its SEND policy and meets the needs of pupils with SEND, in line with the SEND Code of Practice.

### **What kinds of SEND are provided at Ackworth Mill Dam?**

Ackworth Mill Dam is an inclusive mainstream school and provides for pupils with a range of needs across the four broad areas identified in the SEND Code of Practice:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical Needs**

Some pupils may have needs in more than one area, and support is tailored to the individual child.

### **How does the school identify and assess pupils with SEND?**

Pupils may be identified as having SEND through:

- teacher observations
- ongoing formative and summative assessment
- pupil progress meetings
- discussions with parents and carers
- information shared by previous settings
- involvement from external professionals
- screening, assessment tools and in-school review processes where appropriate

Where concerns arise, the class teacher works with the SENCo to gather information about the child's strengths, needs and barriers to learning. This may include further observations, assessment and discussion with parents and, where appropriate, the pupil.



The school recognises the importance of early identification and early intervention. Identifying a pupil's needs early allows support to be put in place promptly and reviewed regularly.

### **What should I do if I think my child may have SEND?**

If parents or carers have concerns about their child's learning, development or wellbeing, they should first speak to the class teacher. Parents may also contact the SENCo through the school office to arrange a meeting.

The school values a close partnership with families and will listen carefully to concerns, share school-based information, and agree on next steps collaboratively.

### **Who should parents contact for more information?**

Parents and carers can contact the school office to arrange a meeting with the SENCo.

The class teacher remains the first point of contact for day-to-day communication about a child's progress and support.

### **How does the school support pupils with SEND?**

The school follows Wakefield's Graduated Approach to SEND support, using the cycle of:

- **Assess** – identifying strengths, needs and barriers to learning
- **Plan** – agreeing outcomes, strategies, adjustments and support
- **Do** – implementing the support
- **Review** – evaluating the impact and agreeing on next steps

This cyclical process ensures that provision is responsive, monitored and adapted where needed.

Support begins with **high-quality teaching**, which is the first step in responding to the needs of all pupils. Teachers adapt teaching so that pupils can access learning successfully and participate fully in lessons.

Where a pupil requires support beyond Quality First Teaching, the school may provide additional targeted intervention, personalised provision or specialist advice.

### **How is the curriculum and learning environment adapted for pupils with SEND?**

Teachers adapt teaching and learning to meet the needs of individual pupils. This may include:

- scaffolding and modelling
- visual supports and visual timetables
- adapted tasks and resources



- chunking learning into manageable steps
- flexible grouping
- adult support to develop independence and access
- pre-teaching and overlearning
- practical resources
- sensory or movement breaks where appropriate
- communication-friendly approaches
- adapted recording methods

The school aims to ensure that pupils with SEND can access a broad and balanced curriculum and take part in the wider life of the school.

### **What additional provisions and interventions are available?**

Where pupils require support beyond Quality First Teaching, interventions and additional provision may include:

- ELSA (Emotional Literacy Support Assistant)
- WellComm speech and language programme
- speech and language support programmes
- Read Write Inc Fresh Start phonics
- social communication support
- emotional regulation support

Provision is selected based on the pupil's needs and is closely monitored to ensure it has a positive impact.

### **How does the school evaluate the effectiveness of SEND provision?**

The school regularly evaluates the effectiveness of SEND provision to ensure that pupils are making progress and that support remains appropriate.

This is monitored through:

- teacher assessment
- school tracking systems
- pupil progress meetings
- My Plan reviews and target reviews
- monitoring intervention impact
- classroom observations and learning walks
- discussions with pupils, parents and staff
- SENCo monitoring with senior leaders and the Trust

Where support is not having the desired impact, provision is reviewed and adapted.



### **How are parents involved in planning and reviewing support?**

The school values strong partnerships with parents and carers. Parents are involved in:

- sharing concerns and information about their child
- planning support
- reviewing progress
- attending meetings and review discussions
- contributing to My Plans and other support planning documents where appropriate

The school aims to communicate regularly with families through class teachers, the SENCo, parents' evenings, review meetings, phone calls and additional meetings where needed.

The school also hosts SEND coffee mornings and is developing further links with the Parent Carer Forum to support information sharing and parent engagement.

### **How are pupils involved in decisions about their support?**

Pupil voice is an important part of SEND provision. Staff gather pupils' views in ways that are appropriate to their age, communication needs, and stage of development. This may include:

- discussions with trusted adults
- contribution to review meetings
- one-page profiles
- supported conversations
- visuals or other communication aids

The school aims for pupils to feel heard and for their views to be reflected in planning and provision wherever possible.

### **How does the school support pupils' emotional well-being and social development?**

The school provides a range of pastoral support to promote emotional well-being, resilience and positive relationships. This includes:

- support from the school's Learning Mentor
- targeted ELSA sessions
- Use of Zones of Regulation across the school
- support for emotional regulation and friendships
- pastoral check-ins and adult support where needed

The school also promotes inclusion, belonging and positive behaviour through its whole-school ethos, behaviour systems and safeguarding practices.



In the summer term, the school will introduce the One Life programme to further support pupils in developing emotional regulation, resilience and positive strategies for managing feelings and behaviour.

The school takes bullying seriously. Any concerns relating to bullying are addressed in line with the school's behaviour and anti-bullying procedures.

### **What specialist expertise and training do staff have?**

Staff receive regular training to support pupils with SEND. Training may include:

- speech and language development
- emotional well-being and regulation
- scaffolding and adaptive teaching
- SEND processes and graduated response
- interventions used within school

Staff also benefit from training, CPD and professional networks through the Trust. Where needed, school seeks advice and guidance from external specialists to build staff confidence and expertise in meeting pupils' needs.

### **What external agencies and specialist services are involved?**

Where appropriate, the school works with a range of external agencies and professionals, including:

- Educational Psychologists
- WISENDSS
- Speech and Language Therapists
- health professionals
- other specialist services where appropriate

These professionals may provide:

- assessment
- observation
- advice and recommendations
- strategies for school and home
- direct or indirect support
- guidance around specialist resources or equipment

### **How are equipment and facilities secured to support pupils with SEND?**

The school uses available resources to support pupils with SEND and may provide:



- adapted classroom resources
- visual supports
- sensory resources
- writing aids
- seating adaptations
- equipment recommended by professionals

Where specialist equipment or facilities are needed, the school works with families and relevant external professionals to identify and secure appropriate support.

### **How accessible is the school environment?**

Ackworth Mill Dam is committed to inclusion and accessibility. Reasonable adjustments are made, where needed, to the environment, curriculum and teaching approaches so that pupils with SEND can access learning alongside their peers.

The school's **Accessibility Plan** outlines how accessibility is improved over time. Accessibility is also considered in relation to:

- classroom environments
- movement around school
- trips and visits
- clubs and enrichment opportunities
- participation in wider school life

### **How does the school support children with medical needs or disabilities?**

The school works with families and relevant professionals to support pupils with medical needs or disabilities so that they can access education safely and successfully.

Where appropriate, this may include:

- healthcare plans
- risk assessments
- staff briefing and training
- reasonable adjustments
- close liaison with health professionals and families

### **How does the school support transition?**

The school works carefully to support pupils with SEND during key transition points, including:

- transition into school
- movement between classes and year groups



- transition to secondary school

Support may include:

- nursery visits
- home visits where appropriate
- transition meetings
- information sharing
- additional visits
- enhanced transition arrangements
- social stories or transition booklets

The aim is to help pupils feel settled, confident and prepared for change.

### **How are pupils with SEND enabled to engage in activities with pupils who do not have SEND?**

The school is committed to ensuring that pupils with SEND are included in the life of the school and can participate alongside their peers. This includes access to:

- classroom learning
- school trips and visits
- clubs and enrichment activities
- special events
- wider school experiences

Reasonable adjustments are made where needed to support participation.

### **What support is available for tests and assessments?**

Where appropriate, the school considers reasonable adjustments and access arrangements to enable pupils to participate in internal and statutory assessments in line with current guidance.

### **How are admissions arranged for pupils with SEND?**

Pupils with SEND are admitted in line with the school's admissions policy. The school welcomes opportunities to discuss individual needs with parents before admission so that support and reasonable adjustments can be planned where appropriate.

### **What should I do if I am unhappy with the support provided?**

The school encourages parents to raise concerns as early as possible. In the first instance, parents should speak to:

1. The class teacher



2. the SENCo
3. The Headteacher, if concerns remain

If concerns are not resolved, parents may follow the school's complaints procedure, which is available on the school website.

### **Where can I find further information and support?**

Further information about services and support for children and young people with SEND and their families can be found through the **Wakefield Local Offer**:

**Wakefield Local Offer:** <https://wakefield.mylocaloffer.org>

Parents may also find it helpful to refer to the school's:

- SEND Policy
- Accessibility Plan
- Admissions Policy
- Complaints Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions arrangements, where applicable

### **Monitoring and review of this report**

This SEND Information Report is reviewed annually.

**Last reviewed:** 12 March 2026

**Next review:** 28 September 2026