



Ackworth Mill Dam
2026-2027
SEND Information Report



Contents

Who is the Special Educational Needs Coordinator (SENCo) and other key contacts?	3
What types of SEND do we provide for?	3
What are our arrangements for the admission of disabled pupils?	3
How do we identify and assess pupils with SEND?	4
How do we involve parents in the SEND process?	4
How do we involve the child in the SEND process?	4
How do we assess and review pupils' progress towards their outcomes?	5
How do we support pupils moving between different phases of education?	5
What is our approach to teaching pupils with SEND? - Quality First Teaching / Wave 2 / Wave 3	6
How do we adapt the curriculum and learning environment to support SEND learners?	6
What equipment and facilities do we have to support SEND learners?	6
How do we secure equipment and facilities to support SEND learners?	6
How do we support SEND learners to develop their social and emotional skills?	6/7
How do we ensure that SEND pupils are able to participate fully and enjoy all aspects of school life?	7
What expertise and training do our staff have to support SEND learners?	7
How do we secure specialist expertise and involve other organisations and agencies?	7
How do we evaluate the effectiveness of our SEND provision?	7
How do we support Looked After and previously Looked After Children with SEND?	8
Who do I contact if I have a complaint regarding SEND provision?	8
What support is available to children and families?	8
The Wakefield Local Offer	8

The Special Educational Needs and Disability (SEND) Regulations 2014 require schools to publish certain information regarding their provision for pupils with SEND. This SEND Information Report has been checked against section 69 of the Children and Families Act 2014, Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014, paragraphs 6.79–6.82 of the SEND Code of Practice: 0 to 25 years, the Equality Act 2010 accessibility duties, and Wakefield's Graduated Approach to SEND.

- Section 69 of the Children and Families Act 2014
- Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014
- Paragraphs 6.79-6.82 of the SEND Code of Practice: 0 to 25 years
- The Equality Act 2010 and Wakefield's Graduated Approach to SEND and Ordinarily Available Inclusive Provision.

We hope parents and/or carers of current and prospective pupils find the following information helpful and encourage families to contact the school for further information.

Who is the Special Educational Needs Coordinator (SENCo)?

Mrs Caroline Coates is the Special Educational Needs Coordinator (SENCo) at Ackworth Mill Dam Primary School. She leads and coordinates the school's SEND provision, ensuring that the SEND policy is implemented effectively and providing guidance and support to staff to help meet the needs of all learners.

Mrs Coates works closely with parents, carers and external professionals to ensure a collaborative approach to supporting pupils with SEND. Her role includes overseeing the SEND Register, coordinating the graduated approach and My Plans, supporting staff training and development, and ensuring SEND resources are used effectively. She also coordinates referrals to external agencies when a pupil's needs are more complex or require specialist assessment, advice or intervention beyond the provision ordinarily available within school.

Parents and carers can contact Mrs Coates through the school office on 01924 967602 or by email at jadesmith@watertonacademytrust.org.

Other Key Contacts

Executive Headteacher: Mrs Clare Holloway

Head of School: Mr Adam Riby

Learning Mentor: Mrs W Burton

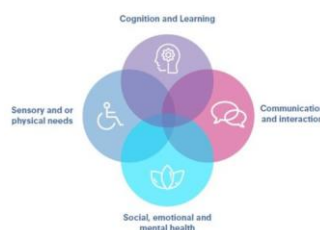
School office: 01924 967602 | jadesmith@watertonacademytrust.org

What types of SEND do we provide for?

The SEND Code of Practice explains that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Ackworth Mill Dam is a fully inclusive mainstream primary school for children aged 3-11. We provide for pupils across the four broad areas of need. Some children may have needs across more than one area, and identification within a broad area is used to inform individual assessment and support.

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



What are our arrangements for the admission of disabled pupils?

Ackworth Mill Dam School welcomes applications from disabled pupils and pupils with SEND. Admission arrangements are in accordance with the school's published admission arrangements, the School Admissions Code and the Equality Act 2010. The school does not discriminate against disabled pupils in its admission arrangements.

Where necessary, the school works with parents, previous settings, the local authority and relevant professionals to identify provision and reasonable adjustments before admission. Reasonable adjustments may include changes to policies, practices, curriculum access, resources, communication, the physical environment and auxiliary aids where required.

How do we identify and assess pupils with SEND?

Ackworth Mill Dam follows Wakefield's Graduated Approach to SEND. The Assess-Plan-Do-Review cycle supports early identification, inclusive practice and an increasingly personalised response where this is needed.

Pupils may be identified through teacher observation; formative and summative assessment; pupil progress meetings; discussions with parents and carers; information from nurseries, pre-schools or previous schools; screening and assessment tools; intervention evidence; and advice from external professionals.

The class teacher remains responsible for the pupil's progress and works with the SENCo to gather evidence about strengths, needs and barriers to learning. Progress is considered both within class learning and within any specific intervention. Where a child is working below age-related expectations, smaller-step assessment, including Wakefield progression materials where appropriate, may be used alongside personalised assessments.

Slow progress or low attainment alone does not necessarily mean that a child has SEN. Equally, attainment in line with age-related expectations does not rule out an underlying special educational need.

Where the evidence indicates SEND, the school works with parents and the child to agree appropriate provision. A My Plan may be used to record strengths, needs, child and parent views, provision, long-term outcomes and shorter-term targets. External professionals may assess and advise, with parental involvement and consent where required.

How do we involve parents in the SEND process?

Parents and carers are partners in decision-making. The school keeps families informed about progress and support through discussions with class teachers, the SENCo, parents' evenings, annual reports, SEND/My Plan reviews, telephone calls and additional meetings where needed.

Parents contribute to identifying needs, agreeing outcomes, planning provision and reviewing impact. Parent views are captured within My Plans and further reviews can be arranged when significant concerns arise.

The school operates an open and approachable culture and also hosts SEND coffee mornings and develops links with parent support networks to strengthen information sharing and engagement.



How do we involve the child in the SEND process?

Ackworth Mill Dam uses a child-centred approach. Pupil voice is gathered in ways appropriate to the child's age, communication needs and development. This may include discussion with a trusted adult, supported conversations, visuals, drawings, choice-making, one-page profiles and contribution to My Plan or EHC plan reviews.

Pupils are supported to understand what helps them learn and, as they mature, to take increasing ownership of their strategies, outcomes and transition planning.

How do we assess and review pupils' progress towards their outcomes?

Personalised outcomes and shorter-term targets are agreed according to the pupil's assessed needs and recorded in planning such as a My Plan where appropriate. Progress is reviewed using evidence including observations, class work, assessment information, intervention records and pupil/parent views.

My Plans and provision are reviewed at least termly, or sooner where needed. The impact of interventions is considered through pupil progress meetings and provision mapping. The class teacher remains responsible for the pupil's progress and works closely with staff delivering additional support.

For pupils with an Education, Health and Care (EHC) plan, the statutory annual review considers progress towards outcomes, current provision and any changes required, with the pupil, parents, school and relevant professionals involved.

How do we support pupils moving between different phases of their education?

Starting Reception and moving into school

Transition into Reception begins before a child starts school. Staff work closely with families, nurseries, pre-schools and other early years settings to understand each child's strengths, needs, successful strategies and existing support. This includes particularly close liaison with the academy-run pre-school located next door to the school, helping to provide continuity for children who move from that provision into Reception.

For pupils with SEND or emerging needs, transition may include visits to the child's early years setting, meetings with parents and professionals, information sharing, additional visits to school, photographs or social stories and an individualised transition plan. Where appropriate, the SENCo liaises with early years SEND professionals and other agencies so that reasonable adjustments and provision are ready from the start.

Moving between classes and year groups

Staff share relevant SEND information, successful strategies, My Plans, provision and professional advice before pupils move class. Some pupils benefit from additional visits, visual transition materials, meetings with new adults or a more gradual familiarisation process.

Leaving Mill Dam for secondary school

Pupils leave Ackworth Mill Dam at the end of Key Stage 2. The school therefore works closely with secondary schools to support a planned transition into Year 7. For pupils with SEND, the SENCo and Year 6 team liaise directly with the receiving secondary school's SENCo or inclusion team and share relevant records, provision, successful strategies and professional advice in accordance with information-sharing requirements.

Enhanced transition may include additional secondary-school visits, transition meetings, social stories or transition booklets, work with familiar adults, pupil and parent meetings and involvement from specialist services where appropriate. For pupils with an EHC plan, transition is considered through the statutory annual review process so that the plan and placement can be prepared in good time.

What is our approach to teaching pupils with SEND?

Quality First Teaching

High-quality, inclusive teaching is the first response for all pupils. Teachers remain responsible and accountable for the progress and development of pupils in their class, including where additional adults or specialists are involved. Teaching is adapted to remove barriers and enable pupils to access an ambitious, broad and balanced curriculum.

Ordinarily Available Inclusive Provision may include adaptive teaching, modelling, scaffolding, chunking, visual supports and timetables, communication-friendly approaches, flexible grouping, pre-teaching and overlearning, practical and sensory resources, movement or sensory breaks, adapted recording methods, appropriate seating and targeted adult or peer support.

Wave 2 support

Where pupils require support additional to or different from that ordinarily available, provision may include targeted classroom support, focused small-group or individual intervention, specific resources, environmental adaptations, alternative calm or quiet spaces and involvement from external professionals.

Read Write Inc. (RWI) is delivered as part of the school's universal provision for early reading and phonics. Pupils are regularly assessed and taught in carefully matched groups according to their current phonics knowledge and stage of development. Through high-quality, systematic and consistent teaching, children are supported to develop their phonics knowledge, reading fluency, comprehension and confidence as readers.

The school recognises that a phonics-based approach may not be the most appropriate pathway for all pupils. Through the graduated approach, individual needs are carefully assessed and reviewed, and where phonics is not the most effective method of learning to read, alternative approaches, including a whole-word reading approach, may be implemented to support progress and engagement.

Wave 3 support

Some pupils, including pupils with an EHC plan or a more complex My Plan, may require highly personalised provision. This can include bespoke curriculum or environmental adaptations, specialist strategies, risk assessment and individual support or very small-group intervention. Personalised provision does not automatically mean continuous 1:1 support.

Current targeted provision may include ELSA, WellComm and other speech and language programmes, Read Write Inc. Fresh Start where appropriate, social communication support, emotional regulation and friendship work, Zones of Regulation, pastoral check-ins, support from the Learning Mentor and the One Life programme.

How do we adapt the curriculum and learning environment to support SEND learners?

The curriculum is planned to be ambitious for all pupils. Teachers adapt presentation, task structure, pace, resources, communication, seating, sensory demands, recording methods and adult support according to need. Visual supports, enlarged or simplified materials, technology, practical resources and communication-friendly approaches may be used.

Assessment information and review of pupils' response to teaching are used to adjust planning and provision. Where specialist advice is required, the school works with professionals to implement appropriate strategies, aids, technology or environmental adaptations.

Forest School forms part of the school's wider curriculum and enrichment offer. Children identified as benefiting from outdoor learning opportunities can access Forest School sessions throughout the year. Outdoor learning provides practical, sensory and social experiences that support the development of confidence, independence, communication skills and emotional wellbeing. Reasonable adjustments and additional preparation or support are made so pupils with SEND can participate.



What equipment and facilities do we have to support SEND learners?

Much of the equipment used to support all learners also supports pupils with SEND. Depending on individual need, provision may include adapted classroom resources, visual supports, sensory resources, writing aids, adapted seating, technology and equipment recommended by relevant professionals.

Ackworth Mill Dam School is happy to discuss individual access requirements with families. Current access facilities include a ramp into Nursery from the Early Years Foundation Stage playground and a disabled toilet in the main school. The school considers individual accessibility needs and makes reasonable adjustments in partnership with pupils, parents/carers and relevant professionals so that barriers to learning, participation and access are removed or minimised.

In accordance with Schedule 10 of the Equality Act 2010, the school maintains an Accessibility Plan which sets out how, over time, it will increase disabled pupils' participation in the curriculum, improve the physical environment and improve access to information. The current Accessibility Plan is published on Ackworth Mill Dam School's Key Policies and Documents page. <https://milldamschool.org/>

How do we secure equipment and facilities to support SEND learners?

Where a pupil requires specialist equipment or provision beyond what is ordinarily available, the SENCo and senior leaders work with the family, the local authority and relevant professionals to identify appropriate support. Decisions are based on assessed need and professional advice.

Most SEND support is met through the school's delegated resources. Additional high-needs funding or provision specified within an EHC plan may be available where appropriate.

How do we support SEND learners to develop their social and emotional skills?

Ackworth Mill Dam Primary School promotes a strong sense of belonging, positive relationships, emotional literacy and safe behaviour through its whole-school ethos, curriculum, safeguarding systems and pastoral provision. This is further underpinned by the school's relational approach to behaviour and wellbeing. The school is currently working towards the Relational Charter Mark in partnership with the Wakefield Educational Psychology Service.

The One Life approach is embedded throughout the school's ethos and curriculum. Pupils engage in assemblies, classroom lessons and reflective journaling activities that support personal development, emotional wellbeing and positive decision-making.

The school has a Learning Mentor, Mrs W. Burton, who provides pastoral and family support and works closely with staff, pupils and parents where social, emotional or wellbeing needs impact learning, attendance or participation. Support may include personalised check-ins, emotional literacy interventions, friendship support, bereavement or family-change support, attendance work, liaison with families and signposting to additional services where appropriate.

How do we support SEND learners to develop their social and emotional skills?

Additional support may include ELSA interventions, Lego Therapy, Zones of Regulation, social skills groups and targeted social, emotional or communication support based on individual need. SEND and pastoral provision are closely aligned to ensure the whole child is considered, with support regularly monitored and reviewed to evaluate its effectiveness and impact.

How do we ensure that SEND pupils are able to participate fully and enjoy all aspects of school life?

Pupils with SEND have the same entitlement to classroom learning, Forest School, educational visits, residential or extended-day experiences, clubs, performances, physical education, special events and wider enrichment as their peers.

Forest School forms part of the school's wider curriculum and enrichment offer for our Reception Children, with identified children provided opportunities to access Forest School sessions throughout the year. Outdoor learning can provide practical, sensory, social and communication-rich experiences, supporting the development of confidence, independence, resilience and teamwork. For pupils with SEND, access to Forest School may form part of their personalised provision and is supported through reasonable adjustments and tailored adult support where required to enable successful participation.

Risk assessments and reasonable adjustments are used where appropriate. Additional preparation, adapted resources, alternative arrangements or adult support may be provided so participation is meaningful and safe. A pupil is not excluded from an activity simply because they have SEND.

What expertise and training do our staff have to support SEND learners and what training do we offer our staff?

How do we evaluate the effectiveness of our SEND provision?

SEND provision and training are coordinated by Mrs Caroline Coates (SENCo), alongside Mrs Clare Holloway (Executive Headteacher), Mr Adam Riley (Head of School) and other senior leaders. The school evaluates SEND provision regularly through provision mapping and whole-school quality assurance. SEND provision is monitored by the SENCo alongside senior leaders and the Trust. Training is planned in response to the current and anticipated needs of pupils and school improvement priorities. This may include speech and language development, emotional regulation, adaptive teaching and scaffolding, the graduated response, interventions used in school, and communication and learning walks. Work scrutiny, pupil and parent voice, and outcomes identified by external professionals. Monitoring includes teacher assessment and school tracking, pupil progress meetings, My Plan and target reviews, response, interventions used in school, and communication and learning walks. Work scrutiny, pupil and parent voice, and outcomes identified by external professionals. The school works closely with the Wakefield Speech and Language Therapy (SALT) Team to support the development of pupils' communication and language skills. Mrs Coates (SENCo) and Mrs Radford (Teaching Assistant) are the school's designated Communication Champions, leading the promotion of communication friendly practice across the school. The Assess-Plan-Do-Review cycle is used to refine the understanding of need and adapt support. They work alongside staff to develop inclusive communication strategies, support the implementation of recommendations from speech and language professionals, and help ensure that communication and language development is embedded throughout the curriculum and wider school environment.

All senior leader and our learning mentor are Team Teach Trained.

The SENCo supports staff through advice, modelling, monitoring and professional development. Staff also access Waterton Academy Trust networks and training, and specialist professionals are used to extend staff expertise when needed.



How will we secure specialist expertise when needed and how do we involve other organisations and agencies in meeting the needs of SEND learners and supporting their families?

The school first seeks to meet needs through high-quality teaching, Wakefield's Ordinarily Available Inclusive Provision and the graduated Assess-Plan-Do-Review response. When needs are more complex, persistent or require expertise beyond school, the SENCo works with parents and relevant services to seek specialist advice.

External specialists may advise on targets and strategies, extend staff expertise, provide assessment, support a child directly where appropriate, recommend specialist resources or contribute to consideration of an EHC needs assessment.

Agencies and services may include:

- Wakefield Inclusion Special Educational Needs and Disabilities Support Service (WISENDSS), including relevant advisory teams.
- Wakefield Educational Psychology Service.
- Children's Speech and Language Therapy (SALT).
- Children's Occupational Therapy and Physiotherapy.
- School Nursing and other health professionals.
- Child and Adolescent Mental Health Services (CAMHS), where appropriate.
- SENART (Special Educational Needs Assessment and Review Team).
- Social care and the Virtual School, according to the child's circumstances.

Where a pupil's needs are significant, complex and persistent and cannot be met through the graduated response alone, an Education, Health and Care (EHC) needs assessment may be considered. Parents and young people also have rights to request an assessment. The school contributes evidence about needs, progress, provision, outcomes and professional advice to Wakefield Local Authority in accordance with the statutory process.

How do we support Looked After and previously Looked After Children with SEND?

Who do I contact if I have a complaint regarding SEND provision?

The SENCO works with Ackworth Mill Dam Schools designated teacher Mr Kirby for looked-after and previously looked-after children and works with parents, professionals and the SEND provision and the child so that they can be effective planning and delivery. The first point of contact should usually be the class teacher with any concerns. If a parent should contact the SENCO, they may then refer to the Head of School or Executive Head as appropriate.

If a concern cannot be resolved informally, parents may use the school's published Complaints Policy. Parents can also seek impartial information, advice and support from Wakefield SENDIASS. The name of the current designated teacher is available from the school office and should be kept up to date alongside the school's safeguarding information.

The Wakefield Local Offer

The Wakefield Local Offer provides information about SEND provision and support across the district, including education, health, social care and family support. It can be accessed at wakefield.mylocaloffer.org.

Parents may also wish to refer to Ackworth Mill Dam School's SEND Policy, Accessibility Plan, Admissions information, Behaviour Policy, Complaints Policy and arrangements for supporting pupils with medical conditions.

This SEND Information Report is reviewed annually in consultation with pupils, parents, staff and governors, and will be updated sooner where significant information changes.

Document Detail				
Document Name:			SEND Information Report	
Version:			3	
Chief Officer Signature:				
Effective From:			01/09/2026	
Approved by:			Mrs C Holloway	
Approval Meeting Reference:				
Next Review Date:			31/08/2027	
Version Control				
Version	Date	Author	Author	Change/Reference
1	07/10/26	Caroline Coates	Caroline Coates	National/Wakefield compliance check and Mill Dam-specific updates.

