



Special Educational Needs and Disabilities (SEND) Information Report 2025-2026

At Ackworth Mill Dam School, we support all of our children, in a variety of ways, to reach his or her full potential during their time with us. We are fully inclusive and children are treated equally and with respect whatever their individual needs are.

At Ackworth Mill Dam School, we work hard to ensure that all pupils:

- Have equal access to resources, intervention and provision.
- Can learn and make progress according to their individual development level.
- Have a wide and balanced curriculum that is differentiated to meet individual needs.
- Are assessed using appropriate tools and guidelines.
- Have access to quality first teaching in the classroom.
- Are referred to trained professionals to provide support when needed.

Our Special Educational Needs Co-ordinator is Mrs Sarah Annable, who can be contacted via the school office on 01924 967602. Our SEND Governor is Mrs Sue Nunns.

This information is part of, and supports, Wakefield Local Authority's Local Offer. For further information visit wakefield.mylocaloffer.org

How does the school identify pupils with special educational needs?

- When children appear to struggle to develop age appropriate skills and are making limited progress.
- When children have identified needs that impact on their ability to learn in the classroom environment.
- When parents and carers raise concerns.
- If there are sudden changes in a child's behaviour.
- The teachers and the senior leadership team monitor all children's progress and attainment in pupil progress meetings and regular informal discussions.

What should I do if I think my child may have special educational needs?

- Discuss your concerns with your child's class teacher.
- Further meetings may then be arranged or any further information can be gained from the Special Educational Needs Co-ordinator, Mrs Annable.

What is a special educational need?

'A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.' A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of children of the same age; or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post –16 institutions.’ (Taken from paragraph xiv, SEN Code of Practice 2014)
‘A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) or would so do if special educational provision was not made for them.’ (Clause 20 Children and Families Act 2014)’ (SEN Code of Practice 2014).

What are the different types of SEND?

The SEN Code of Practice (2014) divides the areas of need into four categories:

Communication and Interaction – Children may have a delay or disorder in one or more of the following areas:

Attention/Interaction skills:

- May have difficulties ignoring distractions.
- Need reminders to keep attention.
- May need regular prompts to stay on task.
- May need individualised motivation in order to complete tasks.
- Difficulty attending in whole class.
- Interaction will not always be appropriate.
- May have peer relationship difficulties.
- May not be able to initiate or maintain a conversation.

Understanding/Receptive Language:

- May need visual support to understand or process spoken language.
- Repetition of language and some basic language needs to be used to aid their understanding.

Speech/Expressive Language:

- May use simplified language and limited vocabulary.
- Ideas/ conversations may be difficult to follow, with the need to request frequent clarification.
- Some immaturities in the speech sound system.
- Grammar/phonic awareness still poor and therefore their literacy can be affected.

Cognition and learning – May have difficulties with the skills needed for effective learning such as use of:

- Language, memory and reasoning skills
- Sequencing and organisational skills
- An understanding of number
- Problem-solving and concept development skills
- Fine and gross motor skills
- Independent learning skills
- Exercising choice
- Decision making
- Information processing.

Children may have a specific learning difficulty such as dyslexia, dyscalculia, dyspraxia or dysgraphia.

Social, Mental and Emotional Health – May have difficulties with social and emotional development which may lead to or stem from:

- Social isolation
- Behaviour difficulties
- Attention difficulties
- Anxiety and depression
- Attachment disorders
- Low self-esteem
- Issues with self-esteem.

Sensory and/or Physical Needs – These children may have a medical or genetic condition that could lead to difficulties with:

- Specific medical conditions
- Gross/fine motor skills
- Visual/hearing impairment
- Accessing the curriculum without adaption
- Physically accessing the building(s) or equipment
- Over sensitivity to noise/smells/light/touch/taste
- Toileting/self-care.

Behavioural difficulties, persistent disruptive or withdrawn behaviours and slow progress and low attainment do not necessarily mean that a child or young person has SEND and should not automatically lead to a pupil being registered as having SEND.

Identifying and assessing SEND for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEND.

What is a disability?

The Equality Act (2010) states that a person has a disability 'if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.'

'A physical or mental impairment' includes: learning difficulties including specific learning difficulties; medical conditions including epilepsy, diabetes, more severe forms of asthma and eczema; autism; speech, language and communication impairments.

If the impairment has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities it may amount to a disability.

What should I do if I think my child has special needs or a disability?

If you feel that your child may have SEND, then you should ask to speak to your child's class teacher or make an appointment when you can discuss your concerns in more detail. Your child's class teacher may also feel that it would be helpful to have the SENCO at the meeting. At the meeting we may feel that we do need to put in place some extra strategies and interventions to try and overcome your child's barriers to learning. At this stage we would place your child on the SEN register.

How does the school meet the needs of children with SEND?

We are an inclusive school and we support children of all abilities through high quality first teaching. We are constantly striving to ensure that this is of a 'good' or 'outstanding' quality at all times in school. The key characteristics of high quality teaching are:

- highly focused lessons designed with sharp objectives
- high expectations of all pupils to have high levels of involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils.

Following the SEN Code of Practice, the school uses a graduated approach when meeting the needs of children with SEND. For many children, simple changes to the way that the curriculum is delivered can make a significant impact on removing the barriers to their learning and with these changes in place they are soon able to catch up with their peers and make expected levels of progress. Your child's class teacher will be doing this on a daily basis in order to ensure that all the children in the class can make the most of the learning experiences presented.

For some children this may not be enough to help them make expected progress and they may need something which is 'additional to and different from' that which is normally provided for all children. If a child requires this type of support the school will monitor them according to the SEN Code of Practice. You will be kept informed of the additional support that your child is receiving. Strategies for support, in the form of a Learner Profile, or targets, in the form of a Supporting Me to Learn Plan or One Page Profile, will be written for your child, with your input, which you can discuss with the class teacher. This could mean that the class teacher may be using different strategies to help your child to learn, or perhaps your child will be receiving some additional support in a small group alongside other children with similar needs. The small group work will be carefully targeted to address your child's needs and his/her progress will be closely monitored and evaluated. This may be to undertake work on particular intervention programmes or simply as a means of facilitating opportunities to re-visit skills, or knowledge where they may need additional practice or over-learning. The class teacher will oversee the work carried out in small groups and monitor the child's progress. Our school also has a range of targeted interventions available for

children, which are overseen by the SENCo, but if a child was considered to need something different, then this would be considered. We have a team of highly experienced Teaching Assistants, who support teaching and learning throughout the school.

We can also offer advice and practical ways that can help your child at home and school may ask you to support your child's learning by carrying out some simple tasks such as extra reading practise, or providing opportunities to practise new skills that have been taught in class.

The school ensures the learning environment is accessible to all children, but if a child was considered to need something different then this would be considered.

Visual cues are clearly displayed in classrooms and communal areas in order to facilitate easier access for our children who require a communication friendly environment. Visual timetables are clearly displayed in the classrooms where identified pupils require them.

The school has an effective working relationship with external agencies and makes reasonable adjustments to their teaching approaches and learning environments in response to any specialist advice.

How do we know if the support or strategies used have had an impact?

The school has a rigorous programme for assessing children's learning. Some assessment takes place at the end of specific pieces of work to inform teacher's planning of the children's next steps in learning. Also, on-going assessments take place on a daily/regular basis to ensure that the opportunities presented to children are appropriate and give them the chance to succeed. The same systems and procedures are in place for children with special educational needs. In some instances, additional assessments may be appropriate for children with special educational needs in order to determine their strengths and areas for development. If your child is not accessing the National Curriculum, an alternative assessment tool is used which shows their progress in more detail and will also show smaller but significant steps of progress.

At the end of each Key Stage (i.e. Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something that the Government requires all schools to do and the results are published nationally at the end of each academic year.

In school, we can use a child's individual targets to monitor their progress academically against national/age expected levels and update or adjust the support plan. This may involve updating into smaller steps or using a different approach to ensure progress is made. Parents are invited to the reviews of their child's targets and their contribution to the setting of new targets is welcomed. Once new targets have been set, school will carefully monitor the progress being made. If it is felt that, for any reason, the targets are inappropriate, school will meet the child's needs by discussing more appropriate targets with parents at the earliest opportunity, rather than waiting for ineffective targets to run their full course.

Children may move off the SEND register when they have 'caught up' or made sufficient progress.

If your child does not make the expected level of progress with the additional support, with your permission, we will make the decision to increase the level of support provided. This means that the school has decided to involve some external professionals or agencies to provide them with more specialist advice. This external support might be from an Educational Psychologist; Speech and Language Therapist; Occupational / Physiotherapist; Specialist Advisory Teacher; or a Medical Professional.

As more people become involved in helping us to meet your child's needs, your child's class teacher, and SENCo may feel it appropriate to talk to you about starting a My Plan. This will record the additional, more specialist strategies and interventions, that will be required to help overcome the barriers to your child's learning. In addition, some staff or the whole school may undertake specific training to ensure that the environment and strategies used are appropriate to meet a child's needs and staff have the relevant skills. Again, you will be kept informed throughout the process and will be able to make suggestions as to how you can support your child at home.

For the majority of children, actions taken using this graduated approach often mean that they begin to make expected levels of progress. If this is the case, then school, following discussions with yourself, may decide to continue to monitor your child or even decide that he/she no longer needs any additional support because they are making good progress.

Only a very small percentage of children require support of an additional nature beyond this. If this is the case, then the class teacher, SENCo or Head teacher may discuss with you the possibility of asking the Local Authority to undertake a statutory assessment of your child's needs. If this is considered appropriate, then school will collect together all your child's information and with your permission send it off to the Local Authority for them to review it at a panel meeting so that they can make a decision whether or not to carry out a statutory assessment of your child's needs and issue an Education, Health and Care Plan (EHCP). Whilst this is taking place school will continue to meet your child's needs. In addition, the progress of children with an EHC Plan is formally reviewed at an Annual Review meeting with all the adults involved with the child's education.

Once the Local Authority receives a request to consider whether to make a statutory assessment or not, a legal timescale begins. The process of statutory assessment is carefully bound by the legislation and guidance within the SEN Code of Practice. The SENCo will be able to explain the process and timescales to you or alternatively you would find this in the SEN Code of Practice. If the decision is made to go ahead with a statutory assessment then the Local Authority will signpost you to guidance and support that will assist you through the process for example from the Information, Advice and Guidance Service for Parents (also known as Parent Partnership Services).

Who are:

Directly funded by the school:

- Teaching Assistants (many with individual specific skills to support a wide range of needs)
- Education Welfare Officer

Outside specialist support agencies purchased by the school:

- Communication and Interaction Advisory Team
- Educational Psychology Service

- Social, Emotional and Mental Health Team
- Learning Support Services – for pupils with cognition and learning difficulties
- Sensory Services for pupils with visual or hearing needs
- School Nursing services

Outside services paid for centrally by the Local Authority but delivered in school:

- Speech and Language Therapy (provided by the NHS)

Outside services provided and paid for by the Health Service but delivered in school:

- Occupational Therapy
- Physiotherapy.

What training have staff had to support children with SEND?

Different members of staff have received training related to SEND. These have included sessions on:

- How to support pupils on the Autistic Spectrum
- Child wellbeing training
- How to support pupils with Social and Emotional needs
- Dyslexia training
- Most of our TA's have had training in delivering reading, spelling/phonics and numeracy
- Speech and Language Therapy support
- Colourful Semantics – to support children in developing grammar skills.

How does school improve emotional and social development?

All staff in school support and promote pupils' wellbeing. They work with children who need support with their social and emotional development, promoting good behaviour and supporting both parents and pupils when behaviour difficulties arise. They report all incidents of bullying and ensure that the appropriate action is taken as specified in the Anti-Bullying Policy.

We are aware that children with SEND may have increased vulnerability and therefore monitor their well-being closely. The school also works alongside the Education Welfare Officer to improve punctuality and attendance.

We ensure that children with SEND have the opportunity to take part in all aspects of school life e.g. School Council Membership and roles of responsibility. Children are encouraged to take part in extracurricular activities, sporting events and residential visits with appropriate adaptations as necessary.

How accessible is the school environment?

As a school, we are happy to discuss individual access requirements. Facilities we have at present are:

- A ramp into Nursery from the Early Years Foundation Stage playground to make the building accessible to all.

- A disabled toilet in main school.

How will Ackworth Mill Dam School prepare and support my child to join the school and then transfer to secondary school?

We encourage all new children to visit the school prior to starting when they will be shown around the school and any concerns can be addressed. For child with SEND, we would encourage further visits to assist with the acclimatisation of the new surroundings.

Many of our 'feeder' secondary schools will aid transition for the more vulnerable pupils. (For example, pre-transition days for children to acclimatise to their new environment and build relationships with staff). We liaise with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

How are resources allocated and matched to children's special educational needs?

We ensure that all the needs of children who have SEND are met to the best of the school's ability with the funds available. We will often allocate teaching assistants who are funded by the SEND budget to deliver programmes designed to meet groups of children's needs. The SEND budget is allocated each financial year. The money used will also provide additional resources dependent on an individual's needs.

How is the decision made about what type and how much support my child will receive?

These decisions are made in consultation with the class teacher and Senior Leadership Team. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies. Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents.

What should I do if I feel that the Local Offer is not being delivered, or is not meeting my child's needs?

The first point of contact would be your child's class teacher to share your concerns with. You could also arrange to meet our SENCo or our Head of School. You may also wish to look at our SEND Policy.

Who should I contact if I am considering whether my child should join Ackworth Mill Dam School and how is the Information Report reviewed?

In this instance, you can contact the school Admin Office to arrange a meeting with either the Head of School or our SENCo to discuss how the school could meet your child's needs.

This Information Report will reviewed annually to reflect the changing needs of the children who join and are developing in our school. Part of this review will process will involve contributions from parents.

Where can I find information on where the local authority's local offer is published?

Please access this information via the link below:

<https://wakefield.mylocaloffer.org/>

We hope these have answered any questions you may have but do not hesitate to contact the school if you have further questions.