



MALTBYLEARNINGTRUST
Exceptional Experiences. Successful Lives.



SEND Information Report

2024-2025



Maltby
Lilly Hall Academy



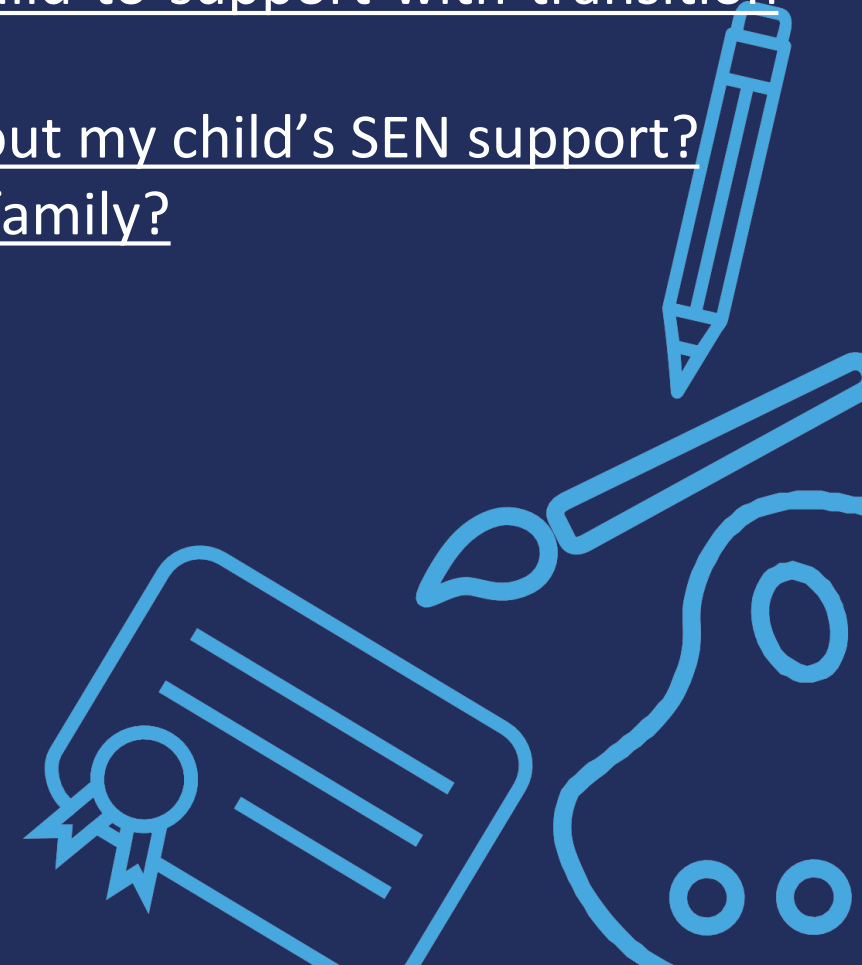
ALL TEACHERS ARE TEACHERS OF SEND

ALL LEADERS ARE LEADERS OF SEND

ALL GOVERNORS ARE GOVERNORS OF SEND

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What is our vision?

We are committed to delivering exceptional learning experiences that enable all young 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 the Academy.

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 education 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 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 school.

If you want to know more about our arrangements for SEND, read our SEND policy. You can find it on our website:

Maltby Lilly Hall Academy - SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)



What types of SEN does the school provide for?

Currently our school provides for young people with the following needs:

| 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 impairments |
| | Multi-sensory impairments |
| | Physical impairments |



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



Mrs J Wildin is our named Special Educational Needs Co-Ordinator

Mrs Wildin has over 10 years' experience in this role and has over 20 years' experience as a teacher across Foundation Stage, Key Stage 1 and Key Stage 2. Mrs Wildin achieved the National Award for Special Educational Needs Coordination in October 2013 and is a trainer for the Autism Education Trust.

Email: jwildin@maltbylillyhallacademy.com



Miss E Hydes is our named Pastoral and Safeguarding Manager

Miss Hydes has over 13 years' experience working for South Yorkshire Police both in Community Support and as a Police Constable, transferring her safeguarding and community engagement experience into primary education in September 2023. Since joining Lilly Hall she has become a Youth Mental Health First Aider, a qualified Senior Mental Health Lead and a trained Thrive practitioner since February 2024.

Email: ehydes@maltbylillyhallacademy.com



External Agencies and expert advice

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
- Specialist Inclusion Team
- Aspire Outreach Team
- MAST counselling
- Occupational therapists/Physiotherapists
- Hearing Impaired Team/Visually Impaired Team
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Child Development Centre (CDC)
- Social services and other LA-provided support services
- Voluntary sector organisations

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What should I do if I think my child has SEN?

Tell us about your concern

- If you think your child might require specialist SEN provision, the first person you should tell is your child's class teacher.
- They will pass the message onto our SENDCO who will be in touch to discuss your concerns.
- You can also contact the SENDCO directly - jwildin@maltbylillyhallacademy.com

We will gather information about your child

- We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.
- Together we will decide what outcomes to seek for your child and agree on next steps.
- We will make a note of what has been discussed and add this to your child's record.

We will work with you to decide on appropriate next steps

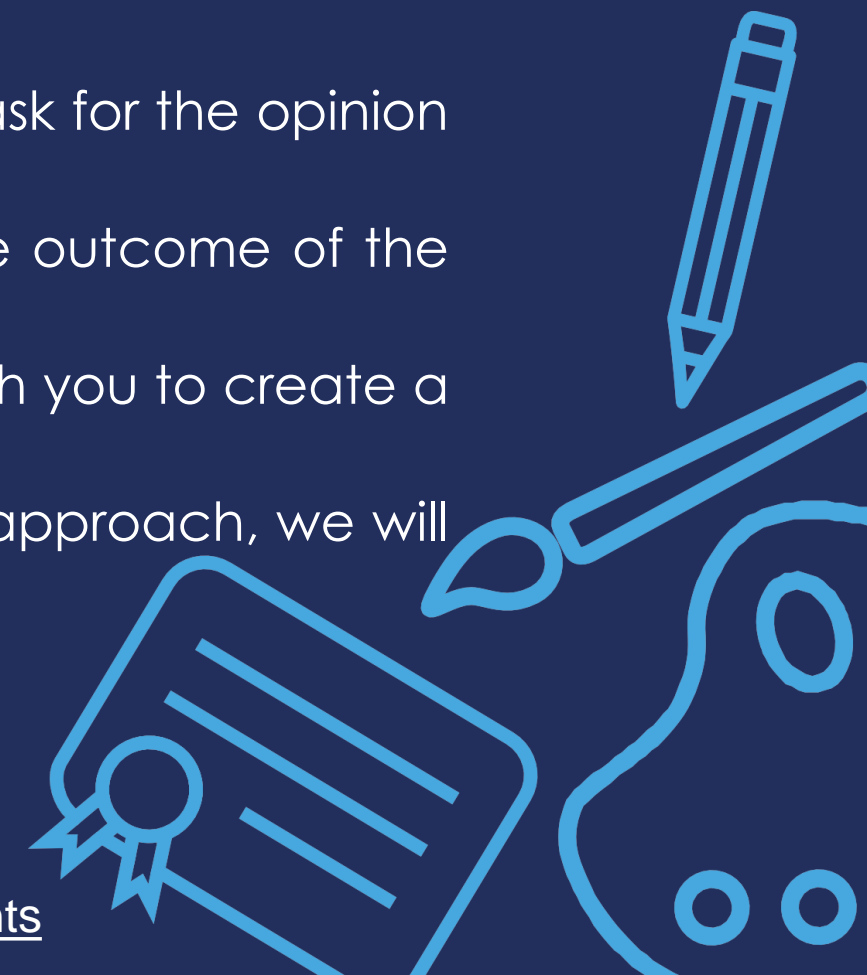
- If we decide that your child needs SEN support we may require more information before organising a meeting in school. Your child will be added to the school's SEND register.
- Your child will have an Individual Education Plan or One Page Profile.
- You will be invited to review your child's IEP three times a year through SEND support meetings.

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

If a 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 and 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. They will have discussions with your child's class teacher/s to see 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 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 this information, the SENDCO will decide whether your child needs SEN support. You will then be told the outcome of the decision.
- 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 part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.



How will the school measure my child's progress?

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**.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

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 pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.



How will I be involved in decisions made about my child's education?

- We will provide an annual written reports on your child's progress
- Your child's teacher will meet you through parents' evenings 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 is the Academy's approach to teaching young people with SEND?

SEND Support is broadly classifies into three level:

- **Universal Support** is generic and available to all children
- **Targeted Support** 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. Individual Education Plans are used to communicate needs and strategies to support children to access their learning.
- **Specialist Support** 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 Education Need. A request for an Education, Health and Care needs assessment will be made when a child does not make expected progress following the assess-plan-do-review cycle and the special educational provision required cannot reasonably be provided form within the resources normally available to their educational setting.

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.



How will the school adapt its teaching for my child?

All teachers are teacher 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.





Communication and Interaction

| Universal | Targeted | Specialist |
|--|--|--|
| <ul style="list-style-type: none"> • Oracy framework • Think-Pair-Share • Task management boards • Group work support • Visual timetable • Use the student's name first to draw their attention • Tiny Talkers • Training for staff by AET trainer | <ul style="list-style-type: none"> • IEPs • Wobble cushion/kick bands • Ear defenders • Sensory breaks • Personalised rewards strategies • Meet and greet • Now and next boards • Language modification techniques • Social stories • Visual checklists • Speech and Language group interventions • Sensory Questionnaires | <ul style="list-style-type: none"> • Speech and Language Therapy • Educational Psychology • Child Development Centre • CAMHS • Sensory Specialist |





Cognition and Learning

| Universal | Targeted | Specialist |
|---|--|---|
| <ul style="list-style-type: none">• Quality First Teaching• Visual aids• Teacher modelling• Scaffolding• Word Banks | <ul style="list-style-type: none">• IEPs• Seating Plans• Modified resources• Laptops• Reader• Additional time• Scribe• RWI 1:1 tutoring• Reading 1:1 support• Small group teaching e.g. Beat Dyslexia• Pre-teaching of key vocabulary• Adjustment, modification and differentiation of the curriculum | <ul style="list-style-type: none">• Educational Psychology• Inclusion Support Services |



Social, Emotional and Mental Health

| Universal | Targeted | Specialist |
|--|--|--|
| <ul style="list-style-type: none"> • Assemblies • Pupil Voice • Incentives • Rewards and consequence system • Seating plans • Groupings • Emotion coaching • Zones of Regulation | <ul style="list-style-type: none"> • IEPs • Risk Assessment • Seating plans • Meet and greet • Pastoral support • Thrive • WMIM group workshop • Fidget toys • Ear defenders • Movement breaks • Personalised reward strategies • Early Help | <ul style="list-style-type: none"> • WMIM • CAMHS • Aspire Outreach • Educational Psychology • School nursing • MAST counselling |





Sensory and/or Physical

| Universal | Targeted | Specialist |
|---|---|--|
| <ul style="list-style-type: none"> • Calm and purposeful climate for learning • Accessibility of the building • Meaningful displays are visually accessible • Lighting and acoustics • Use of pale background and accessible font styles | <ul style="list-style-type: none"> • IEPs • Seating plans • Modified resources • Ipads • Laptops • Fidget toys including oral • Handwriting provision • Fine motor skills provision • Access to sensory equipment (writing slopes, pencil grips, wobble cushions, ear defenders) • Flexibility with school uniform policy • Sensory Circuits • Sensory Questionnaires • Access to the Sensory Room | <ul style="list-style-type: none"> • Occupational Therapy • Physiotherapy • Hearing Impairment Team • Visual Impairment Team • School Nursing • Sensory Specialist |



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 an agreed 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)



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 SEND 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:

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

If funding is needed beyond this, we will seek it from our local authority.



How will the school make sure my child is included in activities alongside pupils who don't have SEND?

- All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs
- All pupils are encouraged to go on our school trips, including our residential trips
- All pupils are encouraged to take part in sports day, school plays, special workshops and house activities in school
- No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included



How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Please see the Academy's Admission information [Maltby Lilly Hall Academy - ADMISSION ARRANGEMENTS](#) 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 [Academy 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

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

The Designated Teacher will work with the SENDCO to ensure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

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

- Students with low mental health concerns will be supported by our Pastoral lead or Thrive Practitioners, carrying out 1:1 sessions working on increasing self-esteem and discussing anxieties around school
- Further support needed for students will be referred to either our With Me in Mind or MAST counselling service within school
- Students in school receiving support for their mental health may or may not be added to the SEN register depending on whether their needs are impacting their learning in school

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- We provide extra pastoral support for listening to the views of pupils with SEN.
- We have a 'zero tolerance' approach to bullying.

What support will be available for my child to support with transition points?

For pupils arriving at our school in Foundation stage, the school works closely with the previous settings to make sure the transition is as smooth as possible. If needed, the school arrange transition visits, and/or the SENDCo will visit the setting.

If pupils join us from other settings, the school will consult with parents/carers about any SEND provision required and strive to obtain any relevant information from the previous school.

Transition from primary to secondary education follows the comprehensive secondary transition plan which includes:

- Exchange of achievement and predicted data
- SEN review and exchange of information
- Transition programme of visits and experiences
- Additional SEND visits if necessary (Bridging Project)
- Parents evenings

The SENDCo will complete the necessary transition documents and arrange the transfer of all relevant documentation.



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 class teacher. There are three parent's evenings held throughout the year. The teaching staff are always happy to discuss children's progress and attainment at any given point in the year. Parents can also contact the school SENDCO who would be happy to answer any questions or concerns you may have.

Parents who wish to make a complaint regarding SEND provision are strongly encouraged to speak to the Principal, Mr R Pease. 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](#).



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. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Rotherham SEND local offer on their website.

[Rotherham SEND Local Offer – Here you will find help, advice and information about the services available for your child or young person from birth to 25 years with a Special Educational Need or Disability \(SEND\).](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

[Rotherham SENDIASS](#)

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

[RPCF Rotherham Parent Carers Forum](#)

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

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



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
- **CDC** – child development centre
- **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
- **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