



MALTBYLEARNINGTRUST
Exceptional Experiences. Successful Lives.



SEND Information Report

2026-2027





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What is our Vision?

We are committed to **delivering exceptional learning experiences** that enable **all** 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 Academy life.

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 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 Academy - Policies & Statutory documents](#)

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.



What types of SEN does the school provide for?

Our school provides for pupils 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 impairment
	Multi-sensory impairment
	Physical impairment



What should I do if I think my child needs SEND Support?

Tell us about your concern

- If you think your child might have SEN, the first person you should tell is your child's student welfare manager or student achievement leader who will discuss your concerns to try to get a better understanding of what your child's strengths and difficulties are.
- You can also contact Academy directly by emailing info@maltbyacademy.com

We will gather information about your child

- We will discuss your concerns at our Vulnerable Learners Network (VLN) Meeting where agreed actions will be taken as part of our graduated
- We will feedback on what has been discussed at VLN and agree on next steps.
- We will make a note of what's 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 will notify you and your child will be added to the school's SEND register.
- Your child will receive targeted support through an Individual Education Plan (IEP).
- You will be invited to review this three times a year, which may include one parent's evening.



How will the school implement Whole School SEN Support?

SEND Support is broadly classified into three levels:

Universal is generic and available to all children.

Targeted 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 anticipates will require additional support beyond the universal level of support and may need additional interventions. Interventions and support are needs-led and tailored to meet individuals needs.

Specialist 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 are not making progress. This is also for children who may need specialist approaches to address their Special Educational Need.

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



Universal Offer

How will the school adapt its teaching for my child?

All teachers are teachers 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.



Universal Offer

All teachers are teachers of SEND and are upskilled to meet the needs of learners within the classroom.

PLD Delivered	Audience	Impact
Induction PLD	New starters	All staff access a SEND Induction to ensure staff can utilise the information provided
INSET PLD – delivered at each INSET day	All staff	All staff have access
ECT PLD	ECTs	All trainees access a SEND specific session around the four broad areas of need and inclusive teaching.
SEND Shorts	All staff	Staff continue to have access to SEND Shorts on each area of need.
SEND Spotlights	All staff	Staff continue to have access to SEND Spotlights, which share best practice of staff.
SEND Bulletin	All staff	The Inclusion Team share a half termly bulletin, focusing on an area of need, highlighting recent research and best practice.
EAL Strategies	All staff	Staff continue to have access to EAL strategies.





Universal Offer

Cognition and Learning	Communication and Interaction	Social Emotional and mental health difficulties	Sensory and/or Physical
• Homework strategy • Reading strategy • Questioning strategies • Lesson cycle • Task management boards • KS3 reading provision • Sentence stems • Mini whiteboards • Glossaries • Visual/audio demonstrations • Technology is used to effectively scaffold learning. • Tangible apparatus and adapted resources	• Oracy framework • Lesson cycle • Task management boards: Tasks are broken down into small manageable steps. • Group work support • Preparation for change • Praise • Use the student’s name first to draw their attention. • Adaptive equipment e.g. noise cancelling ear loops.	• Tutor support • WMIM workshops • School nurse workshops • Assemblies • Collecting student voice • Tutor time/Life skills curriculum • Rewards and consequence system - Clear communication of expectations • Seating plans • Groupings • Relational practices • Key workers • Succeed: worry management intervention. • Succeed: self-esteem intervention. • Succeed: bereavement workshop/intervention. • Succeed: reflection and reasoning intervention. • Succeed: Positive pathways intervention. • Succeed: Reflection and Reasoning intervention.	• Calm and purposeful climate for learning • The physical accessibility of the building is assessed. • Student’s views are used to inform planning for physical or sensory adaptations. • Meaningful displays are visually accessible. • Staff awareness of lighting. • Use of pale background and accessible font styles • Succeed: sleep workshop/intervention.

Subject Leads

All leaders are leaders of SEND

- Leaders at all levels have a responsibility to ensure facilitation, are shared to influence resource availability, decision making and goal setting for children with SEND.
- Subject leaders are upskilled to ensure that their department area and curriculum planning considers the needs of all learners to ensure that the curriculum is ambitious and accessible for all.
- Subject Leads sequence the curriculum to build in opportunities for over learning, recall, recap.





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

- If the 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 additional subject specific support. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.
- If the pupil is 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. The SENDCo will identify 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 for 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 of this information, the SENDCo will decide whether your child needs SEND support and this will be discussed in a formal meeting.
- If your child does need SEN support, their name will be added to the school's SEND register, and the SENDCo will work with you to create a SEND support plan for them.
- The SENDCo will ensure a graduated response to provision is in place. As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.



Targeted Offer

Targeted Offer

- Some children may require targeted intervention and support that is additional to or different from the universal offer.
- These children will be recorded as SEND (K code).
- Staff throughout the school are well placed to identify learning needs and provide evidence-based interventions.
- Identifies child is not making progress over clear asses, plan, do, review cycle is implemented.
- Adapt practice.





Targeted Provisions (Plan and Do)

Cognition and Learning	Communication and Interaction	Social Emotional and mental health difficulties	Sensory and/or Physical
• IEPs • Seating plans • Modified resources • Laptops • Reading pens • Reader • Additional time • Scribe • Dyslexia screening • Reading - 1:1 support • Reading - tutor time small group • Small group pre-teaching of key vocabulary. • Small group teaching focused on overlearning. • TA support may be available.	• IEPs • Now and next boards • Sensory support • Social time support • Mentoring • Personalised reward strategies • Personalised welcome • Visual timetables • Language modification techniques • Social stories • TA support may be available. • Succeed: circle of friends intervention. • Succeed: socially speaking intervention. • Succeed: Understanding Autism intervention.	• IEPs • IBPs • Risk assessment • Seating plans • Personalised welcome • Pastoral support • Mentoring • REACH provision may be available. • WMIM group workshops • KOOTH • Fidget toys • Noise cancelling ear loops. • Sensory support. • Personalised reward strategies • Social time support • TA support may be available • Succeed: zones of regulation intervention • Succeed: EBSA intervention • Succeed: My Fizzy Brain (ADHD) intervention	• IEPs • Seating plans • Modified resources • iPads • Laptops • Fidget toys • Handwriting provision and touch typing intervention. • Fine motor skill provision • Access to sensory equipment (writing slopes, pencil grips, wobble cushions, fidget toys, ear defenders, chew pen tops) • Flexibility with uniform policy. • Sensory support • TA support may be available.

Individual Education Plans (IEPs)

If your child is identified as having a special need they will be recorded on BromCom as a 'K'.

IEP's are used to communicate identified needs and strategies to support children to access their learning.

All IEP's are accessible to staff on Bromcom/

As parents/carers you will be invited into school on three occasions across the year, in order to fully comply with the SEND Code of Practice. This may include one Parent's Evening.

Learning Cycle data and attendance is discussed in order to focus on the necessary next steps for each student. IEP's can be shared with parents/carers.



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



Our special educational needs co-ordinator, or SENDCO- Natalie Crofts

Miss Crofts has 5 years of experience in this role and has worked at Maltby Academy for the past twelve years in different roles such as the KS3 Achievement Leader and Y7 Student Achievement leader, responsible for transition. Miss Crofts is a qualified PE teacher.

Miss Crofts achieved the National Award in Special Educational Needs Co-ordination in 2022.

Email: info@maltbyacademy.com



Assistant SENDCO- April Parker

Miss Parker is a non teaching member of staff and is responsible for and assists with our general SEND provision. Miss Parker has a significant number of years of experience in this position and has recently completed her trauma informed training.

Email: info@maltbyacademy.com



Assistant SENDCo- Teacher- Samantha Doughty

Mrs Doughty is a qualified teacher of English who is responsible for the teaching and learning experiences of our SEND students and managing school-wide SEND CPD for staff. Mrs Doughty quality assures specific tutor-time interventions and oversees our year 6-7 transition process. Mrs Doughty teaching 13 years and had TLR positions within English (both KS3 and KS4) as well as the senior leadership teaching and learning role.

Email: info@maltbyacademy.com

Teaching Assistants

- The SENDCO deploys TA support
- TA's are deployed to ensure that children with statutory hours can access their learning
- Our TA's lead on 1:1 interventions and also small group interventions.
- Teacher's use TA plans to ensure that TA support is purposeful and supports children to access their learning
- TA's act as Key Workers for specific Students on our SEND register.
- TA's have weekly meetings with our Assistant SENDCO
- We have three Lead Teaching Assistant's who are responsible for our exam access testing, dyslexia screening and visual stress testing. They also lead on KS3/transition and KS4/KS5/exam access.
- We have an Intervention Officer, who plans and organises our Succeed Interventions and a Learning Hub Officer, who is responsible for managing our 'Succeed' provision which is a separate area within the SEND department to provide interventions and social time support.



Interventions

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.

- Interventions and support should be needs-led and tailored to meet individuals needs
- Intervention for SEND pupils could include further phonics reading interventions, social skills groups, handwriting, Maths interventions and pre-teaching interventions.
- These interventions are part of our contribution to Rotherham's local offer.





Specialist Offer

Specialist Provision

Where clear assessments and targeted interventions have been implemented within the Academy and your child has not made progress in this area, a more specialist intervention or advice will be sought.

Students may also require specialist support to complement and enhance the universal and/or targeted support they receive.

We regularly communicates with any other professionals who are involved with each student. Advice received from other professionals is used to inform teaching and learning and pastoral provision.

We involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting young people's SEND and supporting their families through the relevant referral systems, seeking parental permission in most scenarios.

Anyone can bring a young person who has (or may have) SEND to the attention of the local authority. A request for an EHC needs assessment may be made when:

- Your child does not make expected progress following targeted interventions
- The special educational provision your child requires cannot reasonably be provided from within the resources normally available at the Academy





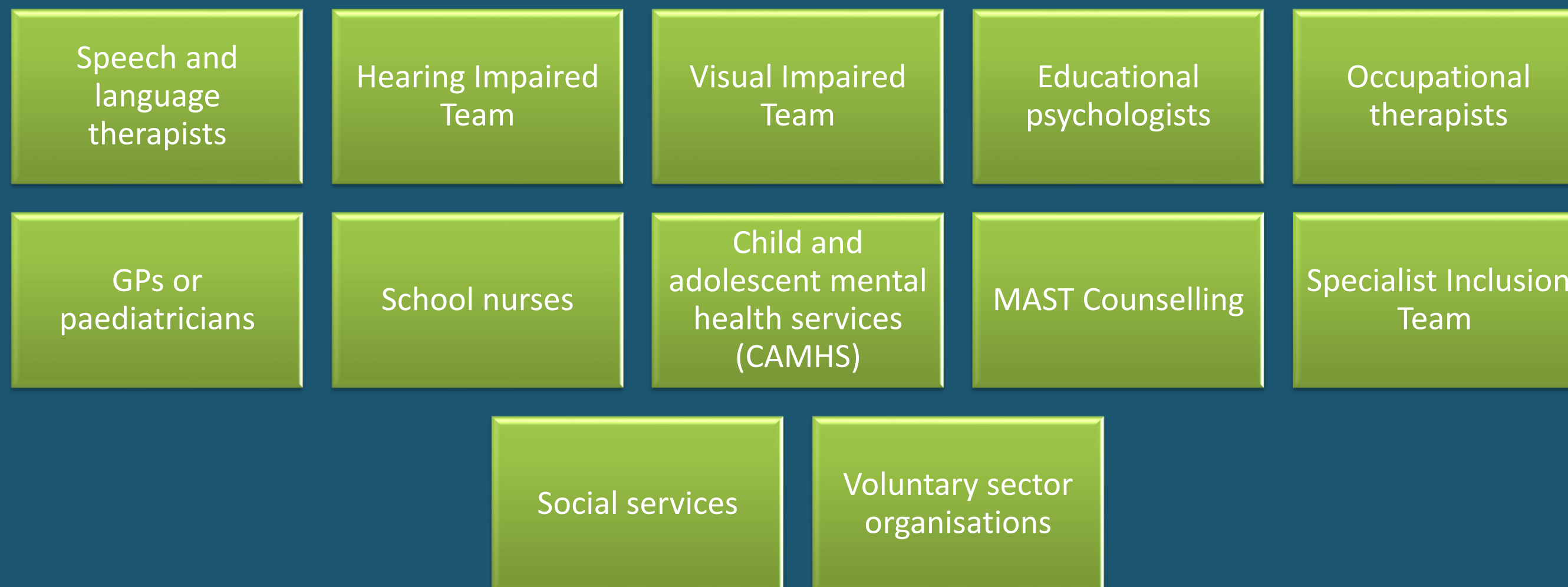
Specialist Offer

Cognition and Learning	Communication and Interaction	Social Emotional and mental health difficulties	Sensory and/or Physical
• Educational Psychology • Specialist Inclusion Team • TA support	• Speech and Language therapy • Educational Psychology • TA support • Specialist Inclusion Team • Solution Circle	• With Me In Mind • Children and Adolescents Mental Health service • Behaviour Outreach Support Service - Aspire • Educational Psychology • School nursing • MAST Counselling • TA support • Solution Circle	• Occupational and Physiotherapies • School nursing • Hearing Impairment team • Visual Impairment team • TA support • Solution Circle • Referral to sensory pathway- Rotherham Sensory tool kit.



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:



For more information please use the following link: [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 \(SEND\).](#)

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

We will provide half-termly/termly/annual reports on your child's progress [annually at a minimum].

Your child's class/form teacher will meet you through parents evenings.

- 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.

If you have concerns that arise between these meetings, please contact your child's class teacher by either emailing them directly or calling our main reception to request that your child's class teacher calls you back.



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 two 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 support is available for me and my family?

If you have questions about SEND, or would like further support, 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 the 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:

[Homepage – Rotherham SENDIASS](#)

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

Rotherham parent Carers Forum [RPCF Rotherham Parent Carers Forum](#)

Rotherham Charter and Genuine Partnerships?

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

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

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 after-school clubs.

All KS3 students will attend an enrichment on a Wednesday afternoon.

All pupils are encouraged to go on our school trips, including our residential trips.

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 fully included.



How is the admissions process fair for pupils with SEN or a disability?

Please see the Academy's Admission information on our website: [Maltby Academy - Admission Arrangements](#) 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's [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
- The facilities you provide to help disabled pupils access your school, including the provision of auxiliary aids and services

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 SEN 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:

- Staff training and upskilling
- Overall SEND department facilities
- Overall SEND Department Staffing
- Extra equipment or facilities
- Succeed and Exceed provisions
- Transition-Bridging Project
- SEND Department Extra Curricular Clubs and experiences
- More teaching assistant hours above statutory
- Further training for our staff
- External specialist expertise
- SEND Administration



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

Transitions include:

- moving from one activity to the next within a lesson
- moving from lesson to lesson
- changing from structured to unstructured times preparing for weekends, the start of holidays and beginning of term
- changes of staff - permanent and temporary
- special events at school
- life events

Procedures are in place for ensuring smooth progression within and between settings. At Y6, transition support includes:

- Bridging Project – additional Y6 transition events for those pupils identified at primary school who may need additional support with the Y6 into Y7 transition.
 - Attending primary review meetings
 - Primary day visits including meeting with key staff, meeting parents/carers, well-being walks.
 - Transition days and Y6 SEND transition day to support with routines and becoming more familiar with our learning spaces.
 - Succeed Transition intervention.
 - Parent/carer transition evening
 - At Y9, additional support from the SEND department is provided at the Y9 Options Evening and through the Y9 IEP reviews.
 - At Y11, all students, have a careers meeting with our Careers Advisor in school and those pupils who have additional learning needs are supported with applying to Post 16 provisions, visiting provisions and having additional careers appointments.
 - The careers team will support SEN visits to special colleges such as Harrison College etc.
- 

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

The Designated Teacher, Student Welfare Manager and Student Achievement Leader will 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?

The school has a Senior Mental Health Lead as well as linking with the 'With Me In Mind' initiative to support students with their mental health and wellbeing needs. In any school, it is important that each student receives close individual help and advice. At Maltby Academy, each year group receives support and guidance from the Student Achievement Leader and Student Welfare Manager, who are responsible for the academic progress, general welfare and behaviour of the students. The mental health and wellbeing of our students is of paramount importance to us and we do everything we can to help.

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

- Children with SEN are encouraged to participate in leadership opportunities.
- Children with SEN may also attend the Succeed or REACH provisions at social times and are encouraged to play different games and board games.
- We provide extra pastoral support for listening to the views of pupils with SEN by assigning key workers where appropriate.
- We run a breakfast club for children who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying

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 subject teacher. Teaching staff are always happy to discuss student progress and attainment at any given point in the year. Parents can also contact the school Assistant SENDCo/SENDCo who would be happy to answer any questions or concerns.

Parents who wish to make a complaint regarding SEND provision are strongly encouraged to speak to the Assistant SENDCo/SENDCo in the first instance. 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](#).



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
- **Differentiation/Adaptive teaching** – 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 pupil
- **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