



WICKERSLEY
PARTNERSHIP
TRUST.

SEND Information Report

Rawmarsh Community School

DATE: January 2026

OWNED BY: Executive Lead for SEND

APPROVED BY: Education Subcommittee

WICKERSLEY PARTNERSHIP TRUST

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This policy does not form part of the contract of employment and from time to time may be altered following consultation and negotiations with recognised Trade Unions. Any changes will be communicated to employees with reasonable notice. The policy may vary from time to time on a case-by-case basis in consultation and agreement with Union Representatives.



1. Introduction

This is Rawmarsh Community School's information report about Special Educational Needs and Disabilities (SEND). It is written in line with the SEND Code of Practice 2014 and links to other relevant policies can be found below and on the school website: <https://rawmarsh.org/>

2. The Types of Special Educational Needs Provided for at Rawmarsh Community School

At Rawmarsh Community School, we meet children's individual needs and will make reasonable adjustments to do so. Our inclusive ethos is at the heart of everything we do, and we take pride in creating a welcoming and supportive environment for all.

We provide for all types of SEND of which the broad areas are:

- Communication and interaction;
- Cognition and learning;
- Social emotional and mental health difficulties;
- Sensory and/or physical needs

3. Admission of Children with SEND

The Local Authority admits pupils to the school according to its own admissions policy, which can be found at http://www.rotherham.gov.uk/homepage/85/apply_for_a_school_place

Children who have Education, Health & Care plans which name Rawmarsh Community School or The Orchard are given priority.

4. How do we Identify Children and Young People with SEND?

All students are assessed upon transition to Rawmarsh Community to ensure a seamless continuation of their learning journey. We utilise Key Stage 2 SATs data and conduct internal baseline assessments to identify individual strengths and learning profiles from the outset. Throughout Key Stage 3 and 4, we use regular subject-specific modular tests alongside formal GCSE mock examinations to monitor academic growth. These data points allow us to measure attainment against nationally standardized benchmarks, ensuring that we can quickly implement targeted interventions or access arrangements for any student not meeting their predicted trajectory.

If a child is attaining below their age-related expectation in any area, then their teachers use adaptive practices to ensure activities are at the right level of the child. Children's progress will then be monitored by the class teacher. Most children will make progress if the work provided by their teacher is matched to their needs and they receive some extra support from their teacher or teaching assistant (this is called quality first teaching). Some children also have the opportunity to access a interventions

If a child either is not making progress then the teacher will consult the SENDCO's, Mrs Mayfield, Miss Egginton (non-teaching SENDco). The SENDco will then ask staff to complete the graduated response documentation. They may request further assessments, such as a reading test, or may advise referring the child to a more specialist professional, such as our external Specialist Inclusion Team Teacher or the Speech and Language Service. We then put more specialised plans in place to meet the needs of the child. This is when we say that a child has Special

Educational Needs, when a child is receiving provision different from or additional to that is normally available to pupils of the same age.

For a few pupils, an Education, Health and Care Plan request for assessment will be appropriate. This is a statutory process which involves parents and all other professionals involved with the child.

5. Involving Parents and Carers

Everyone:

- Is asked about their child's needs when their child starts at Rawmarsh Community School;
- Has the opportunity to discuss any concerns with the class teacher at a pre-arranged time;
- Can telephone the SENDco or Head of Key Stage with any concerns or queries;
- Is invited to parents evenings;
- Receives a Pupil Progress Report whether they attend Parents' Evenings or not;
- Receives an annual report;
- Is invited to school events

Some Parents:

- Whose child is receiving extra support in class are informed about it at Parents' Evenings or request additional review meetings;
- Whose child is chosen to go on an intervention programme will know because they will be informed via letters;
- May notice things at home that we do not observe at school (please let us know any information that we need to know about your child's needs and developments).

A Few Parents:

- Whose child needs more specialised support, because they have SEND, will be invited to have additional meetings in school with the SENCO, class teacher and staff from other services involved, to decide how best to meet their child's needs. These meetings happen at least once a term or more often, if needed.

Children who are Looked After by the local authority will have termly Personal Education Plan meetings as a matter of course, these may be more frequent if they have Special Educational Needs.

6. Involving Children who have SEND

Before each planning meeting, a familiar member of staff will talk to each child with SEN and find out their views. They might ask about what the child finds easy or hard, who the child goes to for help, what the child would like help with next and what the child likes doing, etc.

All the staff who are working with children with SEND are observing them and listening to them on an on-going everyday basis. They are alert to children's feelings and report any changes to the SENCO and the parents which is then recorded on their support plans.

7. How do we Assess and Review Children's Progress?

Children who have special educational needs have individual targets. These can be set by the class teacher or by the Specialist Inclusion Team teacher (LSP targets) The targets are measurable and are reviewed termly or more

frequently if appropriate. Parents are invited to review meetings to discuss their child's progress towards their targets and to plan for next steps.

8. Transition to a New/Post-16 Provision

Before a child moves to a new school, the SENDCo at Rawmarsh Community School invites the SENDCo from the receiving school / shares relevant information. This ensures that all necessary plans are in place for a smooth and successful transition. Transition arrangements are tailored to each child's individual needs, and staff from Rawmarsh Community School can support by accompanying children on additional visits to their new school if needed.

9. Possible Plans for Children with SEN

At Rawmarsh Community School we are very flexible and will do our best to put in place whatever a child needs, so that they are not treated less favourably than other pupils. This could include:

- A sensory approach to learning including movement breaks;
- More practical activities;
- Smaller learning steps;
- Extra help/supervision from a member of staff;
- Small group or one to one work;
- Different resources or facilities;
- A visual timetable;
- A safe base

Our staff are experienced and trained in meeting children's needs. When needed, specialist training is arranged so that a child's plan can be delivered.

10. A Whole School Approach

At Rawmarsh Community School, we have a whole school approach to SEND and this part of our strategic plans every year. The progress of children with SEND is evaluated, is on our school development plan and a part of staff performance management.

As part of our whole school approach:

- We make sure that adjustments are in place so that children with SEND can access all the activities available in school. We may provide additional resources or support, or we may adapt the activity to make it accessible.
- We provide high quality support for improving everyone's emotional and social development by encouraging and making every opportunity for children to make their views and feelings known.
- We have a rigorous report and monitoring system for bullying and investigate any complaint thoroughly and seriously.

11. Access Facilities

For children with interaction and communication needs we use visual timetables. There is level access to all classrooms. There is an accessibility report which can be viewed on the school website <https://rawmarsh.org/>

12. Complaints

If parents of children with SEND have any concerns or complaints regarding the provision for their child, they should contact either Mrs. Mayfield (SENDCo) or Miss Egginton (Non-Teaching SENDCo). If the matter is not resolved, parents should follow the school's Complaints Procedure, which is available from the school office or on the school website.

13. Useful Contacts and Information

The Local Offer

The School's contribution to the local offer can be found at www.rotherhansendlocaloffer.org
Or via the school website: www.brinsworthwhitehill.org

SEND Co-ordinator: Mrs Hayley Mayfield

Contact: hmayfield@rawmarsh.org

Telephone: 01709 710672

Non-teaching SENDco: Miss Rachael Egginton

Contact: regginton@rawmarsh.org

Telephone: 01709 710672

Inclusion Manager: Mr Chris Wainwright

Contact: cwainwright@rawmarsh.org

Telephone: 01709 710672

SEND admin: Mrs Katy Scholfield

Contact: kscholfield@rawmarsh.org

Telephone: 01709 710672

Parents / Carers Forum:

A registered charity run by and for families of children and young people (aged 0-25) who have Special Educational Needs and/or Disabilities (SEND)

<https://www.rpcf.co.uk/>

Contact: 01709 296262

SENDIASS

www.rotherhamsendiass.org.uk

Information, advice and support for parents and carers of children with SEND Contact: 01709 823627

The Government guide to SEND for Parents:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/344424/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf

For information on admissions, please visit:

http://www.rotherham.gov.uk/homepage/85/apply_for_a_school_place

14. External Services

- Speech and Language Therapy Service 01709 423229 or 423230

- Visual Impairment Service 01709 336415
- Hearing Impairment Service 01709 336430
- Child Development Centre 01709 428850
- Occupational Therapy 01709 424400
- Physiotherapy 01709 424400
- Psychology Service 01709 822581
- 0-19 service 01709 820000
- Early Help 01709 382121





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