



SEND Information Report

Thrybergh Academy

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OWNED BY: Director of SEND

APPROVED BY: Education Subcommittee

WICKERSLEY PARTNERSHIP TRUST

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Appendix A – Glossary of Terms (Partial List)

1. Introduction

This is Thrybergh Academy'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: www.thrybergh.com

2. The Types of Special Educational Needs Provided for at Thrybergh Academy

At Thrybergh Academy, 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. Arran Hill is an SEMH provision for children with complex needs who need significant adaptations to their school day.

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 Thrybergh Academy or Arran Hill are given priority.

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

All children are assessed on entry to school. In Y7, children sit the NGRT test. This helps staff to identify any children who are struggling with reading and may benefit from an intervention such as phonics. We have 3 summative assessments each year, one per term which test retention of all topics covered so far in that particular year. These assessments tell us how well a child is attaining according to age-related expectations.

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 subject teachers. Most children will make progress if the work provided by their teacher is matched to their needs and they receive some extra support from the teacher or teaching assistant (this is called quality first teaching). Some children also have the opportunity to access a catch-up intervention programme for a few weeks.

If a child either is not making progress then the teacher will consult the SENDCO's, Miss Devine (KS3), Mr Boucher (KS4) or Mrs White (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 what 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 Thrybergh Academy;
- Has the opportunity to discuss any concerns with teachers at a pre-arranged time;
- Can telephone the SENDco or Head Teacher with any concerns or queries;
- Is invited to regular meetings;
- 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 at additional review meetings;
- Whose child is chosen to go on an intervention programme will know because the SENDco will discuss this with them;
- 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 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 may have individual targets. These can be set by the SENDco or by the Specialist Inclusion Team teacher (LSP targets), or taken from the child's EHCP and broken down into smaller steps. 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 Secondary School/New Setting

The SENCO and Non-teaching SENCO work collaboratively with our primary feeder schools on enhanced transition packages. We collate comprehensive objective and subjective information on all vulnerable students and those with SEN and this informs our provision for their education at Thrybergh. Parents of Year 6 students are invited to a transition parents evening and are given the opportunity to discuss any concerns and meet with members of the support team. Identified pupils are also offered extra transition support in the form of visits to the school and transition activities. All Y11 pupils receive information and guidance about Post16 options and support to access these options where necessary. Students that require additional advice are supported to identify early their career aspirations and support them to achieve these.

9. Possible Plans for Children with SEN

At Thrybergh Academy 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 sensory circuits;
- 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;
- Access to nurture provision

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 Thrybergh Academy, 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

The school is required by the Equality Act 2010 to make 'reasonable adjustments' to enable all pupils to access the learning environment. The Act defines disability as: 'A person has a disability for the purpose of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day to day activities.' The definitions of disability in the Equality Act include children with long-term health conditions. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled people and those with SEN. Children and young people therefore may be covered by both SEN and disability legislation. There are ramps around the outdoor areas to enable access to all areas. Wide doors enable access to most classrooms. Lifts enable access to the upper floor. There are disabled toilets. We ensure wherever possible that equipment used is accessible to all children regardless of their needs. Extra-curricular activities are accessible for children with SEND. There is a Sensory room to meet children's sensory differences. There are disabled parking spaces in the car park. See the school Accessibility plan for further details.

12. Complaints

If parents of children with SEND have any concerns or complaints regarding the provision for their child, they should contact either Mr Boucher (Assistant Head/ KS4 SENDCo) or Mr May (Head Teacher). 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.rotherhamsendlocaloffer.org
Or via the school website: www.thrybergh.com

SEND Co-ordinator KS3: Miss Eloise Devine

Contact: e.devine@thrybergh.com

Telephone: 01709 850471

SEND Co-ordinator KS4: Mr Matthew Boucher

Contact: m.boucher@thrybergh.com

Telephone: 01709 850471

Head of Centre/SENDCo in Arran Hill: Ms E Guest

Contact: eguest@arranhill.org

Telephone: 01709 854561

Non-teaching SENDco: Ms Carla Wiltshire

Contact: cwiltshire@arranhill.org

Telephone: 01709 854561

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

SENDASS

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

- Specialist Inclusion Team 01709 334087
- 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

Appendix A – Glossary of Terms (Partial List)

| Acronym | Term |
|--------------|--|
| ASC | Autistic Spectrum Condition |
| COP | Code of Practice |
| EHCP | Education, Health and Care Plan |
| EP | Educational Psychologist |
| LSS | Learning Support Service |
| OT | Occupational Therapist |
| SaLT | Speech & Language Therapy |
| SEN | Special Educational Needs |
| SEND | Special Educational Needs & Disability |
| SENC0 | Special Educational Needs Co-ordinator |
| SLCN | Speech, Language and Communication Needs |





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