



CARE – Prepare – Believe
'I can do all things through Him who strengthens me'
Philippians 4:13

Special Educational Needs Information Report - September 2026

Introduction

All Wakefield local authority(LA) maintained schools and Academies have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND) and are supported by the LA to do so, ensuring that all pupils, regardless of their specific needs, make the best possible progress in school.

Schools are supported to be as inclusive as possible, with the needs of pupils with SEND met in a mainstream setting wherever possible.

The four broad *areas of need* as outlined in the SEND Code of Practice 2014 are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs.

What is the Local Offer?

A new approach to the way that children with special educational needs and/or disabilities (SEND) are supported in schools, began in September 2014. As part of the reforms it became obligatory for all Local Authorities to publish a Local Offer. The Local Offer aims to help people to easily find information about the services, activities and support available in the local area for families of, and children and young people with, Special Educational Needs and/or Disabilities. This information includes Health, Social Care, Education, Leisure and information from charities and support groups and is available for anyone who may need to use it.

In Wakefield, a working group was set up to work out what the Local Offer would look like and how it would be produced. This group was made up of Parents, the NHS, Wakefield Council, the Voluntary/ Community Sector, Schools, Colleges, the Connexions Service and WeSail.

You can access Wakefield Council's Local Offer by clicking on [this link](#).

How we as a school contribute to the Local Offer, including how adaptations are made to the curriculum and the learning environment for pupils with SEND, is outlined in the 'Badsworth C of E J & I Primary School local offer'.

Frequently Asked Questions

As part of their work to produce the Local Offer, Wakefield's working group developed questions for schools and trialled them with a small number of settings. There are 14 questions, devised in consultation with parents/carers and other agencies, which were designed to reflect the concerns and interests that parents might have if they have a child with, or suspect their child may have, SEND. It was hoped that in answering these questions, parents and carers would have all of the information they needed to enable them to make decisions about how to best support their child's needs.

Below are Badsworth C of E J& I school responses to these questions, as well as a few other related questions that we felt may be useful to answer.

1. How do staff know if children need extra help?

We know when pupils need help if

- concerns are raised by parents/carers, teachers, or the pupil's previous school
- there is lack of progress despite quality first teaching and regular interventions
- teacher assessments show that attainment is low and there is a significant gap in the pupil's attainment in comparison to their peers and school expectations
- there is a change in the pupil's behaviour
- a pupil asks for help Is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap
- this may include progress in areas other than attainment, for example, social needs.

Information identified and gathered from:

- Foundation stage assessment criteria (EYFS)
- progress measured against specific objectives set by the teacher / SENDCo
- termly monitoring of all children's progress through school's tracking grids
- half termly pupil progress meetings between class teachers and the assessment coordinator/head teacher
- national Curriculum testing / assessments at the end of a key stage
- progress measured against the Wakefield progression steps to identify gaps in learning
- independent work produced by the pupil.
- standardised screening and assessment tools
- observations of behavioural, emotional and social development
- monitoring of My Support Plan/Supporting me to learn plan/EHCP

What do I do if I have a concern?

If you think your child may have special educational needs then the class teacher is the initial point of contact for responding to your concerns. You can also speak to Miss Bellis, the school SENDCo, by making an appointment through the school office or with Miss Bellis directly.

2. How will I know how Badsworth C of E J & I Primary School is supporting my child?

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- the teacher's assessment and experience of the pupil
- their previous progress and attainment and behaviour
- other teachers' assessments, where relevant
- the individual's development in comparison to their peers and national data
- the views and experience of parents
- the pupil's own views
- advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Provision for pupils with SEND is a matter for the school as a whole. In addition to the Governing Body, the Headteacher and the SENDCo, all other members of staff have important day-to-day responsibilities. As made clear in the Code of Practice 2014, *all teachers are teachers of pupils with special educational needs*. Teaching pupils with SEND is therefore a whole school responsibility.

Children are supported in a number of ways

- Class teachers plan work to suit pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- If a pupil has more specific needs, such as spelling, handwriting, particular aspects of Maths or English, then the pupil will be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time an intervention will run for will vary according to need, but will generally be put in place for half a term and then reviewed to ascertain the effectiveness of the provision and to inform future planning.
- Pupil Progress Meetings are held each half term. This is a meeting where the class teacher meets with the headteacher/assessment coordinator to discuss the progress of the pupils in their class. This shared discussion is another method by which potential problems can be spotted and further support planned as a result.
- Occasionally a pupil may need more expert support from an outside agency such as the Learning Support Service or Educational Psychology. A referral will be made, with your consent, and forwarded to the most appropriate agency. If the outside agencies deem it appropriate they will carry out assessments, and provide written advice, strategies or suggested programmes of support.
- If a child is receiving high levels of individualised support then a Supporting Me to Learn Plan will be drawn up. This will be done by the class teacher along with the parents, pupil and SENDCo. It will set out the outcomes that it is hoped the child will achieve. Termly meetings with the parents, the class teacher, the SENDCo and the child will review progress towards those outcomes and look to specify if and how further support may be put in place.

3. How will the curriculum be matched to my child's needs?

As part of our commitment to providing all of our children with quality first teaching, work within class is carefully planned with the children at the heart of this. It is pitched at an appropriate level so that all children are able to access the curriculum according to their specific needs. When a pupil has been identified as having SEND, then the curriculum will be delivered through

- tasks planned by the class teacher to enable a child to access the curriculum more easily

- the use of different groupings enabling pupils to work with others of similar ability or providing them with opportunities to learn from other pupils within the class
- the use of specific resources or strategies to support a child individually or in group work
- pre-teaching or revisiting of new or difficult concepts to ensure concepts have been understood
- the planned use of teaching assistants (TAs) who may be allocated to work with a pupil in a 1-1 or small focus group to target more specific needs

4. How will I know how my child is doing?

At Badsworth school we pride ourselves on the positive relationships that all of the staff have with our children and their parents/carers. We recognise that good communication is key to ensuring that children receive the best education possible. You will be kept informed of your child's progress in a number of ways.

- You will be able to discuss your child's progress at Parents' Evenings which we hold twice a year.
- Supporting Me to Learn Plan's will be reviewed four times a year, supported by the SENDco. Desired outcomes are decided by the class teacher, and Parents/carers and pupils are encouraged to contribute their input into the drawing up and reviewing of the Supporting Me to Learn Plan.
- School reports are sent home every year in the summer term.

Your child's class teacher is usually on the playground in a morning and at the classroom door at the end of the day. If you wish to raise a concern staff are more than happy to have a quick chat if this is possible. Alternatively appointments can also be made to speak in more detail to the class teacher or SENCO by visiting the school office.

How will you help me to support my child's learning?

- On the first parents' evening of the school year you will be provided with some resources and ideas for supporting your child at home.
- The class teacher may suggest additional ways of how you can support your child.
- Differentiated homework tasks, spellings and maths targets may come home with children each week. These all provide you with the opportunity to see what your child is working on in school and to support them with this at home.
- The headteacher Miss Griffiths or the SENDCo Mrs Parker may meet with you to discuss how to support your child, including to discuss strategies if there are difficulties with a child's behaviour/emotional needs.
- If outside agencies have been involved, then suggestions or programmes of work may be provided that can be used at home.

5. What support will there be for my child's overall well-being?

Our school aims provides a safe and caring environment for all of our pupils. Staff are always willing to listen to pupils and talk to them about any worries or concerns they may have. Children are made aware of the designated members of staff in relation to child protection through posters around the school, however they also know that they can talk any member of staff they feel comfortable with.

As a Church of England school we promote Christian values in a number of different ways, including through our daily collective worship. The themes covered here are also emphasised back in the classroom.

For pupils with medical needs we have a number of staff members who have undergone relevant first aid training. Staff receive EpiPen and asthma training annually delivered by the school nurse where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both child and staff member.

6. What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by Wakefield schools include:

- Educational Psychologists (EP)
- Wakefield Inclusion and SEND Service (WISENDSS)
- Pre- 5 Service
- Speech and Language Therapists (SALT)
- Occupational Therapists (OT)
- Physiotherapists
- Children's Sensory Impairment Team (CSIT)
- Children's Hearing Impairment Team (CHIP)
- Child and Adolescent Mental Health Service (CAMHS)
- Child and Family Inclusion Team (CFIT)
- School nurses
- Social Services
- Educational Welfare Officers
- STAR Bereavement

We also help parents by signposting services such as

- Wesail
- Safe at Home

7. What training have staff had in relation to SEND?

Not all training opportunities will be relevant to all staff, however we try to ensure that we provide appropriate and timely opportunities for staff to develop their knowledge and skills as part of their continuing professional development. Some of the training opportunities that staff have undertaken are as follows;

- Phonics training
- Dyslexia friendly schools
- Team teach training
- Reading and Language intervention
- SEND reforms training
- Fit to Learn training
- LEGO therapy
- Nurture group
- Speech and language program
- Horizons – skills for life
- Occupational therapy program

- Autism awareness
- Wakefield progression steps

Staff also work very closely with outside agencies, so where a child receives 1 to 1 support, the appropriate staff members may have had techniques, strategies, use of specific resources etc demonstrated and discussed with them during a visit.

Learning Support Service and Educational Psychology also offer consultation sessions 3 times a year, to which teaching and non-teaching can attend and received advice and guidance on matters specific to their role at that particular time.

What can other agencies provide?

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations by school staff. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the supporting me to learn plan continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at a level substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

8. How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all children regardless of SEND. We have the following procedures in place to ensure fair access by all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If it is deemed that an intensive level of 1:1 support is required for an activity to take place, then a member of staff will accompany the child during the activity to ensure their safety.

9. How accessible is the school environment?

At Badsworth C of E J & I Primary School we are always happy to discuss any individual access requirements you or your child may have. If something is not already in place, we will endeavour to do our best to ensure the site is completely accessible to all who use it. The facilities we have at present include:

- ramps into all areas of school ensuring the building is accessible to all

- 3 toilets adapted for disabled users, one in each of the blocks that form our school site
- wide doors in each building

10. How will the school prepare and support my child when joining Badsworth CE J&I School or transferring to a new school?

If you are planning for your child to join us at Badsworth C of E J & I Primary School then please make an appointment to meet with the headteacher and come and have a look around the school. This will provide you with an opportunity to let us know of any Special Educational needs and/or disabilities your child may have and to discuss how we can best meet those needs.

Transition to Year 7

- All local secondary schools offer transition days for all pupils entering Year 7. Any pupils with SEND will be offered additional visits.
- Opportunities to work with our local secondary schools are encouraged so that pupils will be familiar with them e.g. music workshops, sporting events.
- If your child is on an EHCP at the Year 5 annual review potential high schools will be notified to attend.
- In year 6 the children are visited by staff from our feeder secondary schools.

Moving to a different primary school

- Any information about your child's special educational needs will be passed to the new school.
- The SENDCo or class teacher will speak to the new school about your child's needs if it is necessary.

The transfer of information is important at every stage. Records will be transferred securely to a child's new setting, including any relevant paperwork the SENDCo may hold in relation to a child's SEND.

11. How are the school's resources allocated and matched to children's special educational needs?

- The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- Additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- Further support or resources may be allocated to your child following assessments by school staff or outside agencies (e.g. Learning Support Service).
- Funding may be used to buy in specialist support or training.
- Resources may include deployment of staff depending on identified individual or group needs.
- Some children may have a statement of educational need/EHCP in which Wakefield Authority commits additional funding to that child. In such a case, this additional funding is used to support the individual who attracts that funding.

12. How is the decision made about how much support my child will receive?

These decisions are made in consultation with class teachers, SENDCo and the Headteacher. Decisions are based upon half termly pupil progress meetings, termly tracking of pupil progress and advice and guidance from outside agencies. Where interventions are in place, these will be monitored by the SENDCo in order to evaluate their

effectiveness. The progress pupils make as a result of a specific intervention will also play a part in determining the level of future support.

Parent/carers will be notified if their child is receiving 1-1 or small group support outside of the classroom.

13. How will I be involved in discussions about and planning for my child's education?

At Badsworth school we greatly value the positive relationships that we have built up with parents/carers over the years. We believe that your contributions to your child's education are crucial. Opportunities for discussion between parents/carers and staff include

- parents' evenings
- Supporting Me to Learn review meetings
- Pre-arranged meetings with class teachers, headteacher, deputy or SENDCo
- My Support Plan meetings
- Annual reviews

14. Who can I contact for further information?

If you require any more information about your child's education or you are unhappy about any aspect of school, please speak to one of the following

- Your child's class teacher
- The SENDCo – Miss G Bellis
- The Headteacher – Miss J Griffiths

Appointments can be made by calling the school office.

Further detailed information on our approach to identifying, supporting and assessing children with SEND can be found in the SEND policy.

If you wish to speak to someone outside of school about your child, you could contact **WeSail - Special Educational Needs Disability Information Advice Support Service (SENDIASS)** on 01924 379015.

Monitoring arrangements

This policy and information report will be reviewed by the SENDCo Georgina Bellis **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.



The Designated Senior Lead (DSL) for Safeguarding & Child Protection is the Headteacher, Jenny Griffiths, supported by Dominique Jenkins EYFS and KS1 Team Leader and Designated Safeguarding Leader for Early Years.

Social Care Direct 0345 8 503 503

