Waterton Academy Trust

Crofton Infants

2026-2027

SEND Information Report

watertonacademytrust.org

Contents

Who is the Special Educational Needs Coordinator (SENCo) and other key contacts?	2
What types of SEND do we provide for?	3
What are our arrangements for the admission of disabled pupils?	4
How do we identify and assess pupils with SEND?	4
How do we involve parents in the SEND process?	5
How do we involve the child in the SEND process?	6
How do we assess and review pupils' progress towards their outcomes?	6
How do we support pupils moving between different phases of education?	7
What is our approach to teaching pupils with SEND? Quality First Teaching Wave 2 Support Wave 3 Support	8-9
How do we adapt the curriculum and learning environment to support SEND learners?	9
What equipment and facilities do we have to support SEND learners?	10
How will we secure equipment and facilities to support SEND learners?	10
How do we support SEND learners to develop their social and emotional skills?	11
How do we ensure that SEND pupils are able to participate fully and enjoy all aspects of school life?	11
What expertise and training do our staff have to support SEND learners and what training do we offer our staff?	12
How will we secure specialist expertise when needed and how do we involve other organisations and agencies in meeting the needs of SEND learners and supporting their families?	12-13
How do we evaluate the effectiveness of our SEND provision?	13-14
How do we support Looked After Children with SEND?	14
Who do I contact if I have a complaint regarding SEND provision?	14
What support is available to children and families?	14-15
The Wakefield Local Offer	15

The Special Educational Needs and Disability (SEND) Regulations 2014 require schools to publish certain information regarding our provision for pupils with SEND. The SEND Information Report is written in accordance with:

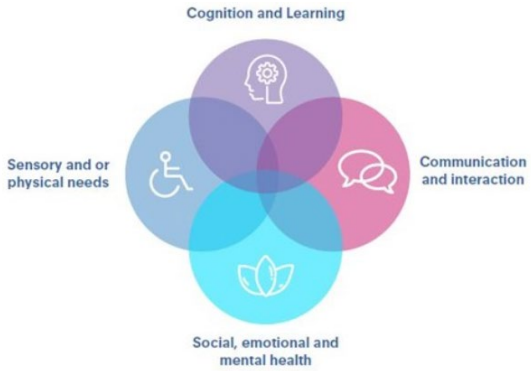
- Section 69 of the Children and Families Act 2014
- Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014
- Paragraphs 6.79–6.82 of the SEND Code of Practice (2015)

We hope parents and/or carers of current and prospective pupils find the following information helpful and we encourage all interested parties to contact the school for more information.

Who is the Special Educational Needs Coordinator (SENCo)?
Mrs C Coates is the SENCo at Crofton Infants' School. She is responsible for coordinating the implementation of the SEND policy and supporting and advising members of staff when necessary. She will: • Liaise with parents and relevant outside agencies. • Attend and deliver appropriate in-service training in order to respond to developments in policy and practice. • Prepare and deliver INSET and assist in the purchase and deployment of resources, encouraging their efficient and effective use. • Oversee the maintenance of the SEND Register. • Coordinate referrals to appropriate external agencies when a pupil's needs are more complex or persistent than can be met through the provision already in place. Mrs Coates can be contacted directly by email at CCoates@watertonacademytrust.org, via the school office at croftoninfantadmin@watertonacademytrust.org, or by telephone on 01924 967606.
Other Key Contacts Executive Headteacher: Mrs C Holloway croftoninfantadmin@watertonacademytrust.org 01924 967606 Head of School: Miss C Price croftoninfantadmin@watertonacademytrust.org 01924 967606 Chair of Governors (Interim): Mrs E Handford croftoninfantadmin@watertonacademytrust.org 01924 967606

What types of SEND do we provide for?
The Code of Practice (2014) explains that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age, or if they have a disability that prevents or hinders them from making use of facilities generally provided for others of the same age in mainstream schools. The four main broad areas of SEND are as detailed below: • Communication and Interaction. • Cognition and Learning. • Social, Emotional and Mental Health Difficulties. • Sensory and/or Physical Needs. These broad areas provide an overview of the range of needs. Some children may have needs across more than one area.

The purpose of identifying needs within these broad areas is to inform decisions about the support required by the individual pupil and to ensure this takes into consideration the needs of the whole child as well as their special educational needs.
This allows for the most appropriate intervention to support the individual pupil and ensure their needs are fully catered for. We are a fully inclusive school and continuously strive to provide the best for all our children, including those with SEND.



What are our arrangements for the admission of disabled pupils?

Crofton Infants' School welcomes applications from disabled pupils and pupils with SEND. Admission arrangements are the same as for other pupils and are administered in accordance with the School Admissions Code, the school's published admission arrangements and the Equality Act 2010. The school does not discriminate against disabled pupils in its admission arrangements. Where necessary, the school works with parents, previous settings, the local authority and relevant professionals to identify and put appropriate provision and reasonable adjustments in place.

The school takes reasonable steps to ensure that disabled pupils are not treated less favourably than other pupils. This may include making reasonable adjustments to policies, practices, the curriculum, resources and the physical environment, and providing auxiliary aids where these are required.

How do we identify and assess pupils with SEND?

Crofton Infants' School promotes a graduated approach to assessing, identifying and providing for pupils with special educational needs and disabilities.

This approach follows the graduated cycle of Assess, Plan, Do and Review and is a model of action and intervention to help children to make progress and successfully access the full curriculum. It recognises that there is a continuum of SEND and that, where necessary, increasing specialist expertise should be involved to address any difficulties a child may be experiencing.

Your child's class teacher or the SENCo will contact you to let you know if there are any changes to your child's learning needs. You will be kept informed about your child's progress and their support via meetings with the class teacher and / or the SENCo.

The class teacher will have overall responsibility for the planning and teaching of the curriculum for all children. The curriculum is monitored by the Senior Leadership Team.

Your child's progress will be assessed both in relation to their learning in class and their progress within specific intervention programmes.

The impact of the support provided is carefully evaluated to determine whether the intended outcomes have been achieved and, if not, what further adaptations are necessary.
A range of assessments are used to establish an individual's needs. The academic progress of SEND pupils at Crofton Infants' School is monitored in the same way as all pupils across the school, using our school assessment system. Some children who are working below age-related curriculum expectations may be assessed and their progress measured using smaller steps of progress against the Wakefield Progression Steps.

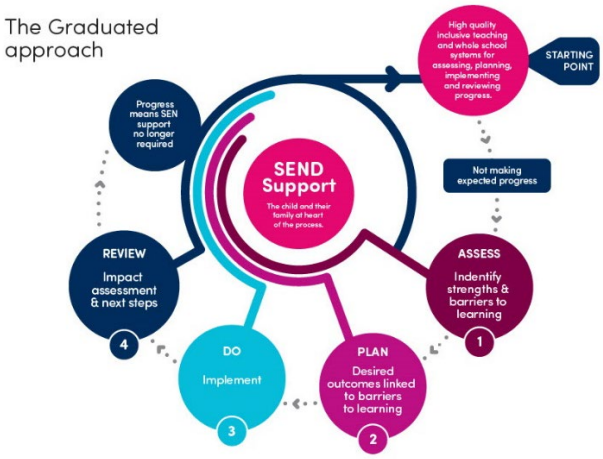
All children are assessed termly in mathematics, reading, writing, and spelling, punctuation and grammar. These curriculum assessments show if a child is working below, working towards, working at or working above age-related expectations. In addition to this, teachers may also use more personalised assessments that support their individual area of need.

This information, together with the child's history, evidence from interventions and progress over time, helps the school to determine whether the child has SEN. If external agencies are involved, with parental consent, they may also conduct assessments to examine an individual child's strengths and difficulties and set targets.

If a child is not making expected progress, then alongside parents, a decision may be made to place the child on the SEND register. At this point, a My Plan would be put in place that would detail strengths, needs, provision, long-term and short-term outcomes and targets, child views and parent views.

Slow progress and low attainment do not, on their own, necessarily mean that a child has SEN. Equally, attainment in line with age-related expectations does not rule out an underlying special educational need.

The teacher remains responsible for the writing of the My Plan, coordinated by the SENCo and in partnership with parents.



Crofton Infants' School follows Wakefield's Graduated Approach to SEND. This supports early identification, inclusive practice and a graduated response through the Assess-Plan-Do-Review cycle. The school also draws on Wakefield's guidance for ordinarily available inclusive provision before increasingly specialist support is considered.

How do we involve parents in the SEND process?
Parents will be kept informed about their child's progress and support throughout the process in a variety of ways.

The partnership between parents and school will play a key role in promoting a culture of positive expectation for SEND pupils. Parent partnership is encouraged through parent consultations, school newsletters, annual reports and SEND reviews.

We endeavour to create positive links with our parents by operating an 'Open Door' policy. Leaders are regularly present at the school gates before and after school and parents are invited to come and raise any comments during these times. Parents are encouraged to speak to class teachers at drop-off and pick-up times and are invited to make more formal appointments when needed via the school office.

Parents are at the heart of decision-making and when decisions are being made about a child's SEND provision, parents will be invited to discuss this with the class teacher and SENCo (as needed). Parent views will be captured on a child's My Plan and parents will be encouraged to contribute to the needs analysis.

My Plans will be reviewed at least termly and will be shared and discussed with parents. EHC plans will be formally reviewed at least annually and parents will be invited to attend these review meetings. Parents are involved in identifying needs, agreeing outcomes, planning provision and reviewing the impact of support. Further reviews can be arranged at any time if significant concerns arise.

How do we involve the child in the SEND process?

At Crofton Infants' School we have a child-centred approach to SEND. The child remains at the centre of all decision-making and their voice is captured throughout.

We may gather pupil voice for My Plan and EHCP reviews by:

- Holding a discussion between the child and the teacher/teaching assistant.
- Using visual prompts and pictures to allow the child to show their likes and dislikes and strengths / areas to develop.
- Allowing the child to draw pictures to illustrate their views.
- Capturing the child's views via parental discussions and input from outside agencies.

Pupil voice is recorded in the one-page profile and 'All About Me' section on the My Plan. These detail strengths and areas for development, likes and dislikes, what works for the child and aspirations for the future.

How do we assess and review pupils' progress towards their outcomes?

Teachers set personalised long-term outcomes and corresponding short-term outcomes and targets appropriate to an individual pupil's area of need at the start of each term or half-term. These are recording in the My Plan.

These are then reviewed at the end of the half-term or term using any available evidence for example, observations, class work or intervention sessions.

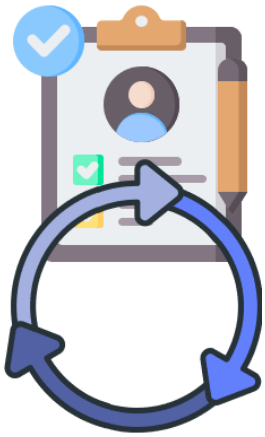
Teachers will then clearly specify on the My Plan whether the child has achieved the set outcome or not. These are then shared with parents and carers with an opportunity to review the term's provision.

If your child has an Education, Health and Care Plan, this will be reviewed annually whereby parents and carers, the class teacher, the SENCo and representatives of any external agencies involved will meet and discuss the plan.

The provision in place and targets are reviewed with both teachers and parents providing feedback on the child's progress and current attainment. Where appropriate, the child will also attend the meeting to share their views about their learning.

All interventions are planned in consultation with the SENCo, Phase Leaders and members of the Senior Leadership Team. The class teacher remains responsible for the pupil's progress and for working closely with any staff who provide additional support or interventions.

All interventions for a child are recorded on the child's provision map. The impact of interventions is measured and discussed at termly Pupil Progress Meetings and shared with pupils and parents through parental discussions when My Plans are reviewed.



How do we support pupils moving between different phases of their education?

When a child with SEND transitions to Crofton Infants' School, all information from the previous setting will be requested and shared with the new teaching team to ensure timely intervention and awareness of needs. If required, an observation may also take place at the previous setting to gain a full understanding of the successful strategies and provision in place. A social story about there new class will be shared.

Additional visits to our school may also be organised for some pupils as part of the transition process in order to make children more familiar with the routines and layout of the school. These opportunities are tailored to the individual needs of the child in order to support a smooth transition to the school.

At the point of transition to a new school or when children are transitioning to a Key Stage 2 setting, the SENCo and/or class teacher will meet with the SENCo / SEND team of the new school to ensure all information is accurately shared along with relevant records. Additional transition programmes are put in place between our school and the new school with support from WISENDSS transition workers when appropriate.

If your child has an EHCP in place, the annual review will take place during Autumn term 1 of Year 2 in order to ensure there is sufficient time to secure appropriate placements. Parents will be kept informed of when the review will take place and will be invited to attend.

Transition work is not only carried out at key transition points; it also takes place annually as pupils move between year groups. Pupils are prepared for the transition to their new class with a comprehensive transition package in place over Summer 2 each year. This consists of:

- At least two transition visits to the new class / teacher.
- Additional transition visits to classes for some pupils.
- Social story about their new classroom
- Teachers meet to hand over information about their children with dedicated time to focus just on SEND learners.
- Effective use and sharing of information between teachers.
- Completion of all SEND paperwork which is passed to new teachers.
- Opportunities for key parents to meet with new class teachers.

What is our approach to teaching pupils with SEND?

Quality First Teaching

"High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good-quality teaching." (SEND Code of Practice 6.37)

At Crofton Infants' School, all children are entitled to universal high-quality teaching, adapted to children's individual needs to enable them to access the curriculum. Lessons are adapted to support children in accessing the curriculum at a level appropriate to their learning and developmental stage.

All children will be taught within the main classroom environment whenever possible and will access quality first teaching delivered by the class teacher.

Lessons will use a range of visual, aural and kinaesthetic elements to interest and engage children. The lessons take into account children's needs and they are planned to remove any barriers to the curriculum following our adaptive teaching sequences.

Using high-quality teaching strategies from the beginning is the best way to support all learners and reduce the number of pupils who need extra support. Adaptations that may take place as part of quality first teaching could include:

- Classroom calming area (to support SEMH and sensory needs).
- Consistent, positive and relational approaches to behaviour, co-regulation and emotional regulation.
- Visual supports and predictable routines
- Sensory resources (e.g., barrier boards, wobble cushions, ear defenders, bouncy bars, fidget toys).
- Adapted curriculum resources (e.g., writing frames, writing scaffolds, word banks, sound mats, spelling lists, number lines, 100 squares, practical resources, large print materials, use of technology to record, recording devices, pencil grips).

- Use of Communicate In Print (Widget) to break down instructions, provide scaffolds and adapt teaching resources.
- Adaptive seating within the classroom (e.g., table spaces / work stations, seating near the front on the class).
- Targeted support within the classroom.
- Peer support.
- Concrete resources

At Crofton, **Read Write Inc. (RWI)** supports the teaching of phonics, reading and early literacy. Pupils who require additional support may receive targeted RWI teaching.

Crofton Infants' School delivers Ordinarily Available Inclusive Provision as outlined by Wakefield Local Authority. High-quality adaptive teaching is the starting point for all pupils before additional SEND provision is considered.

Wave 2 support

Pupils on the SEND register will receive provision that is additional to or different from that ordinarily available to pupils of the same age. Depending on their individual needs, this may include targeted classroom support, interventions, specialist resources or environmental adaptations. Examples include:

- Targeted adult support within the classroom and/or as part of a small group.
- Focussed group interventions such as Lego therapy, Blast, Welcomm, ELSA
- Specific resources.
- Environmental adaptations.
- The involvement of external professionals where needed.
- Access to alternative learning environments at points within the school day (e.g access to a calm/quiet space or sensory breakout room).

Wave 3 support

Some children, including those with an Education, Health and Care Plan or a My Plan, may receive a more personalised provision and, where appropriate, a personalised curriculum depending on the needs of the individual pupil. This does not mean 1:1 support across the curriculum.

This support may include:

- Individual reward or behaviour trackers, behaviour contracts, risk assessments and hierarchy of support documents (to meet SEMH needs).
- More bespoke curriculum and environmental adaptations.
- Access to some very small group or 1:1 intervention time.

Most SEND support is funded through the school's delegated SEND budget. Additional funding may be available through an EHCP where appropriate.

How do we adapt the curriculum and learning environment to support SEND learners?

At Crofton Infants' School, we adhere to the guidance set out within the SEND Code of Practice and the Equality Act 2010. We believe that every child's learning needs will first be met through the high-quality teaching delivered by the class teacher. We carefully plan our knowledge-rich curriculum to match the age, ability and needs of all children. Adaptive teaching is built into all teachers' lesson planning and delivery.

The class teacher will adapt lesson planning and teaching to match every child's special educational needs and/or disability.

For children with some SEND, learning resources and the learning environment are adapted, where possible, to allow them to access the full extent of a broad and balanced curriculum. For example, resources may be enlarged, simplified, or supported using Communicate In Print. Accessible facilities, including accessible toilets, are available on site for children.

Additional specialist advice is sought where appropriate and, when necessary, accessibility aids and technology will be used to support learning.

Planned assessment points spread throughout the year help teachers to fully understand every child's progress and to adjust planning, teaching, feedback and environments accordingly.

Breakout spaces within the school are used to support some children with specific needs and to allow opportunities for calm time and small group or 1:1 intensive intervention.

What equipment and facilities do we have to support SEND learners?

Much of the equipment and many of the facilities that support all learners also support children with SEND. Crofton Infants' School is predominantly a single-storey building. There is ramped access to the school entrance and accessible entry through the nursery entrance. A child-accessible disabled toilet is available in the main corridor, and disabled parking can be made available in the staff car park on request.

The school makes reasonable adjustments in response to individual accessibility needs and works with pupils, parents/carers and relevant professionals to identify and remove or minimise barriers to learning and participation.

In accordance with Schedule 10 of the Equality Act 2010, the school's Accessibility Plan sets out how, over time, Crofton Infants' School will: increase the extent to which disabled pupils can participate in the curriculum; improve the physical environment so disabled pupils can take advantage of education, benefits, facilities and services; and improve the delivery of information to disabled pupils where that information is readily accessible to pupils who are not disabled. The plan is kept under review and revised where necessary.

The current Accessibility Plan is published on the school's Key Policies and Documents page: https://croftoninfants.org/key-policies-and-documents/

Children are supported to access the curriculum through adaptive teaching approaches and appropriate practical or specialist resources. Where a pupil requires equipment or adaptations beyond ordinarily available provision, advice is sought from relevant professionals and reasonable adjustments are considered in partnership with the family.

How do we secure equipment and facilities to support SEND learners?
Some children may require more specialised equipment such as personalised technology or adapted seating. Decisions about suitable equipment and facilities will be made by the Executive Headteacher in partnership with the SENCo and outside agencies. On occasion, further funding to meet a child's specialist requirements may be available through additional high-needs funding or provision specified in an EHC plan.

How do we support SEND learners to develop their social and emotional skills?
At Crofton Infants' School, we pride ourselves on our inclusive provision and our commitment to providing a happy and safe learning environment. We know that at some point during their school life, any child may need extra support from their class teacher, or another professional within the school community. Some children may require: • Daily meet and greet and personalised check-ins with a key member of staff. • Opportunities to talk through concerns with members of staff. • Access to small-group work to promote confidence, self-esteem, emotional awareness, anger management or social interaction. • Alternative break time arrangements or support. We have calm areas in all classrooms which all children can access when needed as a safe, calm space to regulate within the classroom environment. Our RSHE curriculum and assembly programme are carefully planned to support pupils' social and emotional development and are flexible enough to respond to issues that arise during the year. Some children may require more intensive support to develop their social and emotional skills. This may consist of: • Individualised and bespoke behaviour tracking documents and reward cards. • Planned sensory breaks and calm time. • 1:1 ELSA interventions • 1:1 intervention time • Personalised hierarchy of support documents and risk assessments. • Access to breakout spaces for calming or sensory time.

How do we ensure that SEND pupils are able to participate fully and enjoy all aspects of school life?
At Crofton Infants' School, and in line with the Equality Act 2010, the Children and Families Act 2014 and the SEND Code of Practice, we work hard to ensure children with SEND are fully included with their peers within learning experiences both inside and outside of the classroom. All children in our school have access to high-quality teaching, with teaching and tasks adapted to meet individual needs. Risk assessments are carried out and procedures put in place to enable all children to participate, whenever possible, in consultation with parents and carers. Where a risk assessment identifies potential barriers or risks, the school will consider reasonable adjustments, additional support and alternative arrangements in consultation with parents and relevant professionals. A pupil will only be unable to participate where the risks cannot be reduced to an acceptable level through reasonable adjustments.

Children with SEND have equal access to breakfast club, after-school clubs and other enrichment opportunities. Reasonable adjustments are considered for educational visits, residential visits, physical education, performances, clubs and other enrichment activities.

What expertise and training do our staff have to support SEND learners and what training do we offer our staff?

Special Educational Needs provision and training is coordinated by Mrs C Coates (SENCo), alongside Mrs C Holloway (Executive Headteacher), Miss C Price (Head of School) and other senior leaders.
Our staff have received training across a wide spectrum of need, including targeted intervention programmes, Autism Awareness. As a school we are Trauma Aware trained and our senior leadership team and some members of the teaching staff are Team Teach Trained.
Training is identified based on an analysis of the needs within school. The school works closely with local authority professionals including sourcing training through WISENDSS and the Educational Psychology Service (EPS).
The SENCo attends regular Waterton Academy Trust training and network meetings.
Training is reviewed in response to the current and anticipated needs of pupils, staff development priorities and advice from specialist professionals.

How will we secure specialist expertise when needed and how do we involve other organisations and agencies in meeting the needs of SEND learners and supporting their families?

At Crofton Infants' School, we draw on support and training as and when it is required in response to the needs of our pupils. Training is reviewed regularly by the Senior Leadership Team and all staff receive access to regular training related to SEND.

We believe that all children's learning needs will first be met through quality first teaching delivered by the class teacher. Regular professional development, across the curriculum, ensures that staff at Crofton Infants' School are aware of how to cater for a range of children with SEND.

The SENCo is in regular communication with teaching staff to make sure that everyone is aware of what SEND there is within the school, and how to help support those needs in the classroom, and through additional interventions and personalised provision. There is a weekly open-door drop-in session where teachers can come and speak to the SENCo and seek advice.

When a child is demonstrating further cause for concern or their learning need is more complex than can be met by the school interventions already put in place, school will engage with relevant external services.

This is triggered when:
A child continues not to make adequate progress.
A child continues to work at levels substantially below that of children of a similar age even when teaching

approaches have been targeted on an identified area of weakness.
A child continues to have difficulty in developing English and Maths skills.
A child has emotional or behavioural difficulties which substantially or regularly interfere with the child's own learning or that of the other learners, despite taking part in an individualised behaviour management programme.
A child has sensory or physical needs that require additional specialist equipment or require regular advice or visits by a specialist service.
A child has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
A child's learning needs are manifesting themselves either in a more complex or in a more specific way as they move on through the school.
For these children, the difference between their attainment and that of the other children is widening and this needs further investigation.

A request for support from external services is likely to follow a decision taken jointly by school staff in consultation with parents. In seeking the support of external support services, those visiting the school will need to have access to the child's records in order to establish which strategies have already been tried and parental permission must be given.
The external specialist may:
-Act in an advisory capacity to refine targets set by the school.
-Extend the expertise of the teaching staff.
-Provide additional assessment.
-Be involved in supporting the child directly.
-Suggest that a statutory assessment is advisable.
Consult with all parties involved with the child.

Outside agencies that may become involved with a child and family could be:
-Wakefield Inclusion Special Educational Needs & Disabilities Support Service (WISENDSS) – SEND Inclusion Advisory Team
-WISENDSS – Sensory and Physical Difficulties Team
-Educational Psychology Service (EPS)
-Children's Speech and Language Therapy (SALT)
-Children's Occupational Therapy
-Children's Physiotherapy
-Child and Adolescent Mental Health Service (CAMHS)
-School Nursing Team

When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place, statutory assessment will be considered.
An EHC plan brings together relevant information about the child or young person's education, health and care needs, outcomes and provision. All parties, including health and other agencies involved with the child contribute to this plan. If an education, health and care needs assessment is requested the school, in consultation with the child, parents and outside agencies, will submit the relevant information to Wakefield Local Authority for consideration in accordance with the statutory EHC needs assessment process.
The request is made to the Local Authority (LA), which in our case is Wakefield.

How do we evaluate the effectiveness of our SEND provision?

We evaluate our provision in place regularly and rigorously through provision mapping and quality assurance systems. SEND provision is monitored by the SENCo alongside the Senior Leadership Team and forms part of the quality assurance work that is completed every half term. Provision within the classroom will be monitored through classroom drop-ins, discussions with class teachers, observations of key pupils and monitoring of My Plans. This will ensure that the provision detailed within individual plans is transferred to learning within the classroom.

Each child's individual progress is evaluated termly and provision is matched depending on their need. Pupil Progress meetings are held between teachers and senior leaders each term and SEND pupils are discussed in depth.

Some children may need additional support and this is evaluated and assessed regularly. Additional support is allocated according to the information provided by the previous setting, external agencies, teachers, the SEND team and SENCo.

Children with an Education, Health and Care Plan will be allocated appropriate resources as specified on their plan. The class teacher will then carefully monitor progress in consultation with the SENCo and this will be discussed as part of the Pupil Progress Meetings, My Plan reviews and annual EHCP review.

The school evaluates effectiveness by considering progress towards individual outcomes, academic progress, attendance, engagement, behaviour and wellbeing, pupil and parent views, intervention records and advice from external professionals.

How do we support Looked After Children with SEND?

If a child is under the care of the Local Authority other professional involved may include:

- A social care team – who support the family and work closely with the school.
- The virtual school – who provide schools with information, tools to raise attainment and training and additional financial support.
- Pupil Premium Plus – additional funds to help school meet the needs of a child.

The school's designated teacher for looked-after and previously looked-after children**,** is Miss Yates

Who do I contact if I have a complaint regarding SEND provision?

We have an open and inclusive ethos at Crofton Infants' School and encourage parents / carers to come and speak to staff if they have any concerns. Leaders are present on a daily basis during morning drop-off and afternoon collection times and are always happy to speak to parents.

The first point of contact with any concerns should be the class teacher who is available daily during morning and afternoon meet and greet times. Alternatively, a more formal meeting can be made with the class teacher at any point and can be arranged via the school office. In the vast majority of cases, concerns or anxieties are usually resolved at this stage. If not, the next step would be to make an appointment to speak with the Head of School and/or SENCo. This can be arranged via the school office. The senior leadership team and ultimately the Headteacher will always strive to resolve any concerns.

However, in the very unlikely event this fails, and a parent wishes to make a formal complaint, the school complaints procedures and policies are published on the school website. Formal complaints concerning SEND provision will be considered in accordance with the school's published Complaints Policy.

What support is available to children and families?

The partnership between parents and school will play a key role in promoting a culture of positive expectation for SEND pupils. Parent partnership is encouraged through parent consultations, school newsletters, annual reports, SEND reviews, school website and social media updates.

We endeavour to create positive links with our parents by operating an 'Open Door' policy. Pupils and parents are at the heart of decision-making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child. We try to accommodate parental availability when planning meetings.

School Agency Partners include:
Educational Psychology Service (EPS)
WISENDSS – SEND Inclusion Advisory Team
WISENDSS – Sensory and Physical Difficulties Team
Child and Adolescent Mental Health Service (CAMHS)
Children's Speech and Language Therapy (SALT)
Children's Occupational Therapy
Children's Physiotherapy
School Nursing / health services
Social Care Direct
Virtual School (Looked After Children)
SENART (Special Educational Needs Assessment and Review Team)

Support services for families
Wakefield SENDIASS (formerly WESAIL) – a free and impartial information, advice and support service for children and young people with SEND and their families.
Telephone: 01924 965588 (leave a voicemail; Monday to Friday, 9am to 5pm)
Email: wakefieldsendiass@family-action.org.uk
Further information: https://wakefield.mylocaloffer.org/wakefield-sendiass/

SENART (Special Educational Needs Assessment and Review Team)
Address: Normanton Town Hall, High Street, Normanton WF6 2DZ
Email: SENART@wakefield.gov.uk
Phone: 01924 302465

The Wakefield Local Offer

The local offer details information about SEND provision and support across the district.

Wakefield's SEND Local Offer can be obtained from:

https://wakefield.mylocaloffer.org/

This SEND Information Report is reviewed annually in consultation with pupils, parents, staff and governors.

Document Detail	
Document Name:	SEND Information Report
Version:	1
Chief Officer Signature:	
Effective From:	01/09/2026
Approved by:	Mrs C Holloway
Approval Meeting Reference:	
Next Review Date:	31/08/2027

Version Control

Version	**Date**	**Author**	**Change/Reference**
1	05/10/26	Caroline Coates	
2			
3			
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