



Normanton Common Primary Academy

SEND Information Report

The Special Educational Needs and Disability (SEND) Regulations (2014) requires a school to publish certain information regarding our provision for pupils with SEND. The SEND Information Report is written to meet the legislative requirements for SEND, which are set out in schedule 1 of the SEN and Disabilities (SEND) Regulations 2014 and paragraphs 6.79-6.81 of the SEND Code of Practice. 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.

This information explains the variety of ways in which we are able to support your child to reach their full potential during their time with us at Normanton Common Primary Academy.

Normanton Common Primary Academy is a mainstream setting. We are an inclusive school and welcome children with SEND as outlined in the 2014 SEND Code of Practice. Please see our admissions policy for further details.

At Normanton Common, we ensure that all pupils have access to an enriched environment and a stimulating curriculum that enables all children to enjoy and achieve their full potential. Children are encouraged to foster a keen desire to learn and do well and reach their goals in a safe and secure learning environment. As such, we are committed to narrowing the attainment gap between children with SEND and their non-SEND peers.

The School works with due regard to the following guidelines:

[The Special Educational Needs and Disability Code of Practice: 0 to 25](#)

[Schedule 1 of the Special Educational Needs and Disability Regulations 2014](#)

[The Equality Act 2010](#)

[Section 69\(2\) of the Children and Families Act 2014](#)

What types of SEND do we provide for?

We refer to the term “Special Educational Needs” if a child:

a) has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning. Academic criteria are adhered to when making a decision. The threshold for each year group varies.

b) has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of similar age.

The difficulty or disability may relate to:

- communication and interaction
- cognition and learning
- behavioural, emotional and social development
- sensory or physical conditions.

How do we identify and assess pupils with SEND?

Normanton Common Primary Academy promotes a graduated approach to assessing, identifying and providing for pupils’ special educational needs and disabilities. This approach follows a model of action and intervention to help children 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.

At our school, we pride ourselves on being a ‘needs led rather than diagnosis led’ school. This approach ensures that we provide tailored support to each pupil, focusing on their individual requirements rather than solely on formal diagnoses, thereby fostering an inclusive and nurturing educational environment.

We use rigorous assessment procedures to track children’s progress. If a child fails to make expected progress, the next stage would be to move to the use of school intervention and/or outside agency involvement for the identification, assessment and recording of children’s learning difficulties. We incorporate these procedures into our normal working practice. Parents/carers are informed throughout this process. Following assessment and staff consultation, a child’s special needs are identified and the needs are recorded on the SEND Register.

Coordinated by the SENDCO, the Class Teacher is responsible for working alongside the child and parents to write a One Page Profile, Supporting Me to Learn Plan or My Support Plan. This will provide details of the child’s needs, targets and support/provision. It is important that the child is supported to write and contribute to (if they are able to) the One Page Profile and/or My Support Plan in order for it to work successfully. The Class Teacher has responsibility for managing and keeping the One Page Profile, Supporting Me to Learn Plan and My Support Plan updated, alongside and supported by the SENDCO. Class Teachers are also supported by specialists from outside school who meet with parents and school staff for review meetings, as required.

Who is our special educational needs co-ordinator (SENDCO) and how can they be contacted?

Shauna Scott is the SENDCO at Normanton Common Primary Academy and she is responsible for the implementation of the SEND policy and will support and encourage other members of staff where and when necessary. She will liaise with parents and relevant outside agencies and attend and deliver appropriate in-service training, in order to meet new developments with policy and practice. Mrs Scott will prepare and deliver INSET and assist in the purchase and deployment of resources, encouraging their efficient and effective use. Additionally, Mrs Scott will also be responsible for overseeing the maintenance of the SEND Register. 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, specialist support from external agencies will be sought.

Our Special Educational Needs Co-ordinator (SENDCO) is Mrs Shauna Scott - please contact via the school office 01924 967612.

Our SEND Governor is Mr Steve Mornington.

What is our approach to teaching pupils with SEND?

At Normanton Common Primary Academy, we hold a strong commitment to fostering an inclusive environment for all our pupils, particularly those with Special Educational Needs and Disabilities (SEND). Our approach is centred on the belief that every child has the potential to "shine," and we challenge and educate individuals to ensure that they experience success, happiness, inspiration, and nurturing throughout their educational journey.

The support we offer to pupils with SEND is multifaceted, integrating various aspects of teaching and learning to create a comprehensive and tailored educational experience. We provide a broad and balanced curriculum that not only meets the academic needs of our children but is also aligned with the cultural and social context of our local community. This curriculum is enriched with real-life experiences, ensuring that learning is both relevant and engaging for all pupils.

Central to our methodology is the principle of inclusive teaching, which necessitates careful planning and robust assessment of each child's unique learning needs. Class teachers bear the responsibility for enabling all pupils to learn effectively. This entails the delivery of appropriate work and activities that cater to diverse learning styles, interests, and abilities. Our commitment to 'quality first' teaching ensures that support is readily available for every child, enabling them to access the curriculum fully.

To effectively challenge our pupils, we differentiate learning experiences by considering potential barriers to learning and outcomes. This may involve adjusted teaching strategies or tailored resources, ensuring that every child has the opportunity to overcome these barriers. Additionally, we monitor individual progress diligently, celebrating achievements regularly to motivate and inspire our learners.

Our strong team of Teaching Assistants plays a crucial role in delivering this high level of support. They work closely with class teachers to implement reasonable adjustments tailored to the needs of pupils with SEND. This collaborative approach allows us to provide targeted assistance, ensuring that all learners can participate in tasks and activities. Furthermore, we actively work to identify children requiring additional or different support to facilitate their progress. Targets are set collaboratively between teachers, pupils, and their families, fostering a shared sense of responsibility and accountability for educational outcomes.

We understand that extending learning beyond the classroom is vital for holistic development. Therefore, we encourage participation in extra-curricular opportunities that align with the

interests and needs of our pupils with SEND. Such activities not only enhance social skills but also provide avenues for self-expression and personal growth.

In pursuing our commitment to inclusivity, our staff remain well-informed about relevant equal opportunities legislation covering the protected characteristics, including age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex, and sexual orientation. By adhering to our Equality Policy, we ensure that every child in our care is acknowledged and respected as an individual, reinforcing our supportive and inclusive ethos.

In conclusion, Normanton Common Primary Academy is dedicated to creating an environment where all pupils with SEND can thrive. Through personalised support, a rich curriculum, and close collaboration with parents and external agencies, we work tirelessly to make our school a nurturing and inspiring place for every child to reach their full potential.

Our approach is founded on the principle of 'quality first' teaching, ensuring that support staff play a vital role in enabling every child to access high-quality learning experiences.

Support staff collaborate closely with class teachers to facilitate an appropriate and bespoke curriculum tailored to the individual needs of pupils with SEND. They assist in preparing resources and adapting materials to enhance understanding and engagement. By leading targeted interventions, support staff work strategically to close the attainment gap for those experiencing difficulties, promoting a culture of independence and self-efficacy among the children.

We encourage pupils to participate fully in all aspects of school life, fostering a sense of belonging and responsibility. They are supported to understand success criteria, enabling them to track their progress effectively. Pupils are also invited to voice their suggestions regarding their learning experiences, contributing to a personalised learning journey. Regular evaluations of their Supporting Me to Learn Plans or My Support Plans allow them to reflect on their growth, reinforcing our commitment to positive expectations and active engagement in the learning process.

How do we adapt the curriculum and learning environment?

Our curriculum has been designed with all of our pupils in mind and we intertwine British values, protected characteristics, challenge of stereotypes and more into our curriculum – which we are proud of.

Furthermore, adapting the curriculum and learning environment is essential for ensuring that all pupils, including those with special educational needs and disabilities (SEND), thrive within our school community. Intervention plays a crucial role in this adaptation as it is 'additional to or different from' the usual differentiated curriculum. We view it as complementary to our quality first teaching, recognising that it does not replace the essential instruction occurring within the classroom.

Intervention may manifest in various forms, including the use of different learning materials tailored to the specific requirements of pupils, reasonable adjustments to the physical environment, and modifications to established routines and expectations. Additionally, utilising support staff within the classroom enables targeted facilitation of learning. In some instances, focused support may be provided in small groups withdrawn from the main class to enhance learning outcomes.

The frequency and timing of support are organised by the Special Educational Needs and Disabilities Coordinator (SENDCO), in collaboration with class teachers and external professionals. Our approach to provision is inclusive, ensuring that the majority of pupils have their needs met within a quality first teaching framework. Moreover, we strive to meet these needs through

differentiated work and appropriate additional resources, consulting with parents and external specialists only when necessary. Disapplication or modification of the curriculum are considered measures of last resort, undertaken after thorough consultation and exploration of all available in-school resources. Thus, our commitment remains firmly rooted in providing an adaptive and responsive educational experience for every child.

How do we consult parents of pupils with SEND and involve them in their child's education?

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, formal and informal parental meetings, the 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 their child. We try to accommodate parental availability when planning meetings.

How do we consult pupils with SEND and involve them in their education?

The consultation of pupils with Special Educational Needs and Disabilities (SEND) is a fundamental aspect of promoting their engagement in the educational process. Informal reviews and ongoing liaison between parents, support staff, and class teachers occur as frequently as necessary, sometimes on a daily basis. This collaborative approach ensures that the needs and voices of pupils are consistently prioritised.

Formal reviews are conducted in alignment with local authority guidance, whereby parents and relevant outside agencies are invited to participate, fostering a comprehensive understanding of the child's requirements. My Support Plans and Education, Health and Care Plans (EHC Plans) are subject to annual review, encompassing detailed assessments of the child's progress. Additionally, further reviews can be arranged at any time should significant concerns arise, allowing for timely interventions that ensure pupils with SEND remain at the forefront of their educational journey.

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

Special educational provision is that which is additional to or different from that which is made generally for most children in school. Assessment is an ongoing core process throughout the school. It is a check that each child is making adequate progress against the national expectations set for each year group from Nursery through to Year 6.

If a child is not making the expected progress, then we identify a need and determine the reasons why. Adequate progress is defined as that which:

- closes the attainment gap between the child and children of a similar age
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than the majority of their peers
- matches or is better than the previous rate of progress
- ensures that a child has full access to the curriculum in line with their peers
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvement in a child's behaviour allowing them to be receptive to learning.

How do we support pupils with SEND to improve their emotional and social development?

In our commitment to fostering the emotional and social development of pupils with Special Educational Needs and Disabilities (SEND), we recognise that some children require varying levels of support at different stages throughout their educational journey. Collaboration with parents and carers is paramount; we strive to work closely with families to ensure that we fully address both the child's and family's needs.

Our comprehensive scheme of work for Relationships, Sex and Health Education (RSE), which incorporates Personal, Social, Health and Economic Education (PSHE), is designed to facilitate open communication among children and encourage them to express their own thoughts and feelings.

To support this initiative, we implement various intervention programmes within the school setting, including Read, Write, Inc., Catch Up, Lego Therapy, Time to Talk, ELSA, Fit to Learn, and Gross Motor Development. Our emphasis also extends to Fine Motor Development, Valuing Listening groups and interventions, and Musical Interaction, among others.

Normanton Common Primary Academy provides additional resources, including trained teaching assistants who support children through tailored interventions, whether on a one-to-one basis, in small groups, or within whole-class settings. Our Learning Mentor, Miss Chapman, plays a vital role in addressing social, emotional, and mental health needs, engaging directly with children and their families to ensure comprehensive support.

For more information on the support available to our children, please visit the school website.

Referrals to organisations such as Wakefield WISENDSS (Learning Support), Educational Psychology etc will also take place.

What expertise and training do our staff have to support pupils with SEND?

Our staff continue to be trained across a wide spectrum of need, including targeted intervention programmes. Training is identified based on an analysis of a child's needs. The school works closely with the Local Authority professional, as well as other agencies and accesses support and training as and when necessary. Where possible, we access SEND Training, via the Local Authority for all members of staff e.g. Working with SEND Pupils in the Classroom. A training record is kept up to date in school allowing the Senior Leadership Team to deploy staff according to identified

needs. Within our Trust, we are fortunate to work alongside specialist settings who provide support and advice and we also work alongside Outreach services from specialist schools.

How will we secure specialist expertise?

In instances where a child demonstrates further cause for concern or their learning needs are more complex than can be met by existing school interventions, we recognise the necessity to engage with relevant external services. This engagement is typically triggered under several circumstances:

- When a child does not demonstrate adequate progress in relation to their developmental milestones.
- When the child continues to operate at levels significantly beneath those of their peers, despite targeted teaching interventions aimed at identified weaknesses.
- When the child struggles to develop essential English and Maths skills.
- When emotional or behavioural difficulties substantially impede the child's own learning or that of their peers, even after they have participated in an individualised behaviour management programme.
- When the child has sensory or physical needs that necessitate additional specialist equipment or regular support from specialist services.
- When ongoing communication or interaction difficulties prevent the development of social relationships and create considerable barriers to learning.
- When a child's learning needs become more complex or specific as they progress through the school.

In such cases, we note that the disparity between the child's attainment and that of their peers is widening, warranting further investigation. A request for support from external services typically follows a decision reached jointly by school staff, in consultation with parents or guardians.

To ensure effective collaboration, external specialists will require access to the child's records to identify strategies that have been attempted previously, and parental permission is mandatory. The external specialist's role may include advising on refining targets, extending teacher expertise, conducting additional assessments, directly supporting the child, recommending statutory assessment, consulting with all stakeholders, and advising on creating a My Support Plan (MSP) that encompasses comprehensive information regarding the child's progress.

In cases where significant concerns persist, a statutory assessment may be deemed necessary. The resultant Education, Health, and Care (EHC) Plan will encapsulate all pertinent information regarding the child, drawing contributions from all involved parties, including health and other agencies. Should a statutory assessment be required, the school, in collaboration with the child, parents, and external agencies, will prepare reports for submission to the Local Authority's Provision Panel, specifically directed to Wakefield.

How will we secure equipment and facilities to support pupils with SEND?

Some children in our school have disabilities and need additional resources. The school is committed to providing an environment that allows these children access to all areas of learning.

The designated points of entry for our school allow wheelchair access (see more information in our Disabled Access Document). The Reasonable Adjustments Duty for schools and education authorities includes a duty to provide auxiliary aides and services for disabled pupils. The Act

extends to make reasonable adjustments to cover the provision of auxiliary aids and services for disabled pupils.

It identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs but may still have rights under the Equality Act and would receive an Individual Health Care Plan. We will assess each child as required and make the appropriate provision based on their identified needs.

How do we involve other organisations in meeting the needs of pupils with SEND and supporting their families?

In order to involve other organisations in meeting the needs of the pupils with SEND and supporting their families we share information with the Local Authority, which may include:

- information about the child's progress over time
- documentation in relation to the special educational need
- details of action taken by the school to meet the child's special educational needs
- particulars of any special resources or arrangements put in place
- records of regular reviews and their outcomes
- health reports, including medical history where relevant
- national assessment levels and reports or records of progress compiled by the teachers
- educational and other assessments, for example from an advisory teacher or an Educational Psychologist
- reports from other professionals involved with the child (Social Services, Educational Welfare services, Health and Education services).

All of the evidence is gathered and sent to the Local Authority Special Educational Needs Officer who in turn sends it for review to the Special Educational Needs Panel. If the request is successful, then further evidence is gathered from all of the agencies who have involvement with the child. If the Provision Panel agrees to the need for an 'Education Health Care Plan', the Local Authority will lead on the process. School will prepare the necessary documentation and send it to the Local Authority.

How do we evaluate the effectiveness of our SEND provision?

To effectively evaluate our SEND provision, it is imperative that the school reports on outcomes for SEND pupils through the Academy Standard's Committee. This platform ensures transparency and accountability regarding the progress made by these students. Furthermore, the SENDCO and Headteacher are responsible for presenting relevant and regular updates that outline the effectiveness of our SEND initiatives. By systematically reviewing these outcomes and updates, we can identify areas for improvement and enhance the support provided to our SEND learners, thus ensuring their educational needs are adequately met.

How do we handle complaints from parents of children with SEND about provision made at the school?

In the first instance, contact Mrs Shauna Scott- SENDCO.

Any member of the school staff will be able to support pupils and parents as well as signpost them to the correct member of staff for additional support.

Designated Safeguarding Leads can also be contacted for relevant advice and support; these names can be found on the school website <https://normantoncommonacademy.org/>

What support services are available to parents?

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 endeavor 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 Psychologist
- Learning and Cognition Team - WISENDSS
- Wakefield Therapy Team
- Child and Adult Mental Health Service
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Hearing Sensory Support
- Visual Impairment Sensory Support
- Behaviour and Exclusion Support Team
- Health Service
- Social Care Direct
- REACH Team (Children in Care)
- SENART (Special Educational Needs Assessment and Review Team)

What are the contact details of support services for the parents of children with SEN, including those for arrangements made in accordance with clause 32?

Wakefield Early Support Advice Information and Liaison (WESAIL), including the Special Educational Needs and Disability Information Advice and Support Service (SENDIASS)
<http://wakefield.mylocaloffer.org/wakefieldearly-support-advice-information-and-liaison-service-wesail>

WESAIL is provided by Barnardo's and includes the Special Educational Needs and Disability Information Advice and Support Service (SENDIASS). The role of a SENDIASS service is to provide access to free, accurate and impartial information, advice and support about matters relating to special educational needs and or disability. This includes issues related to health, education and social care.

If you are a parent/carer of a child with additional needs, or a professional working with the family, you can contact WESAIL if you are not able to use the Local Offer website, or cannot find what you are looking for.

The WESAIL service can also offer targeted short term support along with workshops and training for parents and carers of children with additional needs.

Telephone: 01924 304 152, available Monday to Friday 9am to 5pm

Email: wesail@barnardos.org.uk

Post: Barnardo's Wakefield, Castleford Civic Centre, Ferrybridge Road, Castleford, WF10 4JH

SENART

SEN Assessment and Review Team (SENART) leads on the statutory processes of implementing and monitoring Education Health and Care Plans. This includes ensuring that assessments of Special Educational Needs are progressed in line with statutory time scales. The service works with families, young people, schools and other agencies to ensure that advice is gathered and EHC plans are completed accurately and reviewed appropriately.

This is done through providing advice and guidance on the statutory processes. SENART facilitates the multi-agency EHC panel to consider and implements EHC Assessments and Plans and allocates levels of support and funding for children and young people with EHCPs. SENART also ensures effective commissioning of post-16 places for High Needs Learners and provision for out of district placements.

Address: Normanton Town Hall, High Street, Normaton WF6 2DZ

Email: SENART@wakefield.gov.uk

Phone: 01924 30246

EARLY HELP HUBS

Wakefield Council is working with its partners, including the police, the NHS and Community and Voluntary Sector Organisations to provide more integrated, joined up, and community based services for families with children and young people pre-birth to 19yrs and 25yrs where there are Special Educational Needs or Disabilities. This is being done through the creation of 7 'Early Help Hubs' across the district, which offer a range of services for families and will intervene to help those who need support, at the earliest opportunity.

<https://www.wakefield.gov.uk/schools-and-children/early-help>

Butterflies Family Hub

Wakefield Road

Normanton

WF6 1BB

01977 723942

WFTNormantonFeatherstoneAdmin@wakefield.gov.uk

@NormantonFeatherstoneCluster

How do we enable pupils with SEN to engage in activities available to those in school who do not have SEN?

We encourage and support pupils to engage in all activities, working collaboratively with parents and professionals to make our best endeavours to ensure that all children are included fully. It is our commitment to provide equal opportunities alongside necessary adjustments to facilitate participation. For further details on our inclusive practices, please refer to our Accessibility Plan, which outlines the measures in place to support all learners effectively.

How do we evaluate the effectiveness of SEN provision?

We evaluate the effectiveness of provision for pupils with SEN by:

- Holding ½ termly pupil progress meetings alongside the Senior Leadership team
- Reviewing pupils' individual progress towards their goals each term through SMTL/My Support Plans
- Reviewing the impact of interventions through provision mapping
- Using pupil voice
- Monitoring by the SENCO/SLT
- Holding annual reviews for pupils with EHCPs
- Regular staff discussions and staff meetings

This sits alongside our monitoring and evaluation schedule and ongoing school improvement priorities.

Where can the LA's local offer be found?

The Wakefield Local Offer is a comprehensive resource designed to provide information about the services and support available for children and young people with special educational needs and disabilities (SEND) in the Wakefield district. It aims to empower families by offering clear guidance on educational provision, healthcare, and social services tailored to individual needs. The Local Offer incorporates details of local schools, colleges, and various support organisations, ensuring that families have access to the necessary assistance. By fostering collaboration between families, schools, and professionals, the Wakefield Local Offer enhances the overall experience for children with SEND and their families.

Wakefield's SEND Local Offer can be obtained from <http://wakefield.mylocaloffer.org/Home>

How do we support pupils moving between phases?

Supporting pupils during transitions between phases of education is paramount to their continued success. We have a rigorous transition procedure in place to ensure that critical information is effectively shared with the receiving school. In collaboration with parents and pupils, we will discuss the specific information that will be disclosed, ensuring transparency and fostering confidence in the process. This preparation not only aids in addressing any concerns but also facilitates a seamless transition, allowing pupils to adapt to their new environment with the necessary support and resources. This may be done through the Annual Review process. Moreover, we take into account the individual needs of each child on the SEN register, ensuring that their unique circumstances are carefully considered throughout their transition. This comprehensive approach aims to promote continuity in learning and support for all pupils.