

SEND Information Report

England Lane Academy is an inclusive school that ensure all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum regardless of gender, sexual orientation, ethnicity, social background, religion, physical ability or educational needs.

Pupils are identified as having Special Educational Needs and Disability when they have greater difficulty in learning than the majority of children of the same age, and/or a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age within the areas of the Local Education Authority. Where a child is identified as having SEND, an induction meeting will be arranged prior to admission to ensure that school can adequately meet the pupil's needs. England Lane Academy has put measures in place to cater for pupils with physical, visual and hearing disabilities by ensuring wheelchair access, installing a disabled toilet with a changing bed and disabled parking bays. England Lane Academy works to comply with:

Children and Families Act 2014 Section 69

www.legislation.gov.uk/ukpga/2015/6/section/69

The Special Educational Needs and Disability Regulations 2014 regulation 51

www.legislation.gov.uk/uksi/2014/1530/regulation/51/made

Equality Act 2010 paragraph 3 Schedule 10

www.legislation.gov.uk/ukpga/2010/15/schedule/10

At England Lane Academy, children are identified as having Special Educational Needs and Disability through a variety of ways including:

- Liaison with Nursery or previous school.
- Your child's class teacher expressing concerns that their progress has slowed or stopped or that they are finding learning difficult.
- Your child's class teacher expressing concerns about behaviour or interactions with peers and adults.
- Concerns raised by a parent.
- Liaison with external agencies.

- A health professional such as a GP or Health Visitor, following a medical concern or diagnosis.

**PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS and DISABILITIES/
DIFFICULTIES WITH LEARNING**

IN THIS SCHOOL:

School Based Information	Staff	Summary of Responsibilities
<p>Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs and Disabilities? (SEND)</p>	<p>Mrs Judith Ingram (SENDco) or Miss Heather Kelly (SENDco support)</p>	<p>They are responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for children with special educational needs and disabilities (SEND) and developing the academy's SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs in school. • Ensuring that you are: <ul style="list-style-type: none"> ➢ involved in supporting your child's learning ➢ kept informed about the support your child is getting ➢ involved in reviewing how your child's progress ➢ part of planning ahead for them. • Liaising with all the other people who may be coming into school to help support your child's learning e.g., Speech and Language Therapy, Educational Psychology etc. • Updating the academy's SEND register (a system for ensuring all the SEND needs of pupils in this school are known). • To provide specialist support for teachers and

		support staff in the school so they can help your child (and other pupils with SEND in the school) achieve the best possible progress in school.
	Class Teachers	<p>They are responsible for:</p> <ul style="list-style-type: none"> •Delivering Quality First Teaching. •Ensuring that the school's SEND and Teaching and Learning Policy is followed in their classroom, and for all the pupils they teach with any SEND. •Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary. •Ensuring that all staff working with your child in school and are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources
	Miss Helen Prout Head of Academy	<p>They are responsible for:</p> <ul style="list-style-type: none"> •The day-to-day management of all aspects of the academy, this includes the support for children with SEND. •Responsibility will be delegated to the

		<p>SENDCO and class/subject teachers and maintains responsibility for ensuring your child's needs are met through this delegation.</p> <ul style="list-style-type: none"> • Ensures the AAB is kept up to date on any issues in the academy relating to SEND.
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HOW COULD MY CHILD GET HELP IN SCHOOL?

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services and outside agencies such as the Speech and Language Therapy (SALT) Service.

Key Questions	Types of support provided also showing the stage of the Code of Practice your child will be at when receiving this input. <i>(Note: Code of Practice is the document that schools use to plan their SEND input)</i>	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for children with SEND in this school?	Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.	<ul style="list-style-type: none"> • Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class. • Ensuring that all teaching is based on building on what your child already knows, can do and can understand. Teachers will create 	All children in school should receive this as a part of outstanding classroom practice when needed.

		<p>differentiated tasks where required.</p> <ul style="list-style-type: none"> • Putting in place specific strategies (which may be suggested by the SENDCO or outside staff) to support your child to learn. 	
	<p>Specific work within a smaller group</p> <p><i>Stage of SEND Code of Practice: PHASE 2 which means they have been identified by the class teacher as needing some extra support in school.</i></p>	<ul style="list-style-type: none"> • Your child's teacher will have carefully checked on your child's progress. If required, they will provide extra support to help them make the best possible progress. This may be delivered by a teacher or a teaching assistant. 	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p>
	<p>Specialist interventions run by the academy, or in partnership with outside agencies e.g., Speech and Language Therapy etc.</p> <p><i>Stage of SEND Code of Practice: PHASE 2 which means they have been identified by the class teacher as needing some extra support in school.</i></p>	<ul style="list-style-type: none"> • The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> ➤ Making changes to the way your child is supported in class e.g., some individual support or changing some aspects of teaching to support them better ➤ Resources and strategies to help your child meet their targets. 	<p>Children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.</p>

		<ul style="list-style-type: none"> • The school may suggest that your child needs some individual support in school. They will inform you how the support will be used, the frequency of the support and what strategies will be put in place. • Your child's teacher will create a One Page Profile (O.P.P) or My Support Plan (M.S.P) to outline your child's individual targets. 	
	<p>Specified Individual Support</p> <p><i>Stage of SEND Code of Practice: PHASE 3 which means they have an Education, Health and Care Plan.</i></p>	<ul style="list-style-type: none"> • The EHCP outlines desirable outcomes to be met at the end of a key stage. School will work with outside agencies, where appropriate, to support our child in working towards these outcomes. 	Children with an EHCP (must be applied for by submitting an MSP for assessment by the Local Authority.)
How can I let the academy know I am concerned about my child's progress in school?	<ul style="list-style-type: none"> • If you have concerns about your child's progress you should speak to your child's teacher initially. • The concerns may need referring to the SENCO if your child is still not making progress. 		
How will the academy let me know if they have any concerns about my child's learning in school?	<ul style="list-style-type: none"> • If your child is identified as requiring additional support, the school will set up a meeting to discuss this with you in more detail. <ul style="list-style-type: none"> ➤ To listen to any concerns you may have too ➤ To plan any additional support your child may receive ➤ To discuss with you any referrals to outside professionals to support your child's learning • Your child's teacher will create a graduated response plan (a One Page Profile or My Support Plan), identifying outcomes that are achievable for your child. This will be reviewed termly in conjunction with parents and teachers. 		
Who are the other people providing services to children with an SEND in this school?	<ul style="list-style-type: none"> • Educational Psychology Service • Hearing Impaired Service • Visually Impaired Service • Speech and Language Therapy • School Nurse 		

	<ul style="list-style-type: none"> • Occupational Therapy • Physiotherapists • Community Nursing Team
How are the teachers in school supported to work with children with an SEND and what training do they have?	<p>The SENDCO's job is to support the teachers in planning for children with an SEND.</p> <ul style="list-style-type: none"> • The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school information & training on SEND issues such as ASD, ADHD and Speech and Language. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class
How will the teaching be adapted for my child with learning needs? (SEND)	<ul style="list-style-type: none"> • Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met. • Support staff will support with your child's learning in the classroom. • Specific resources and strategies will be used to support your child individually and/or in groups. • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
How will the progress of my child be measured?	<ul style="list-style-type: none"> • Your child's progress is continually monitored by their teachers and the Senior Leadership Team. • Their progress is reviewed every term formally by the Senior Leadership Team. • At the end of Foundation Stage, Key Stage 1 and Key Stage 2, the school is required to report academic achievement to the government. This is something the government requires all schools to do and the results that are published nationally. • The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. • Your child's views will be attained during each review cycle if they are phase 2 or 3.
What support is available to me as a parent of a SEND child?	<ul style="list-style-type: none"> • We would like you to talk to your child's teachers regularly so we know what they are doing at home, and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places. • The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have. • All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.

	<ul style="list-style-type: none"> • The Wakefield Local Offer website provides links to information and support available for families with children with a SEND. https://wakefield.mylocaloffer.org
How have you made England Lane Academy accessible to children with SEND?	<ul style="list-style-type: none"> • We ensure that equipment used is accessible to all children regardless of their needs. • We ensure consistency of approach from Foundation Stage to the end of Key Stage 2 • We have a wheelchair accessible site, disabled toilets with changing beds and disabled parking available.
How will you support my children when they are leaving this school or moving to another year?	<p>We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> • If your child is moving to another school: <ul style="list-style-type: none"> ➤ We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. <ul style="list-style-type: none"> ○ We will make sure that all records about your child are passed on as soon as possible. ➤ If your child has an Education and Health Care Plan, we will arrange extra pre-school visits if these are necessary • When moving years in school: <ul style="list-style-type: none"> ➤ Information about your child will be shared with their new teachers. ➤ If your child would be helped by a personalised plan for moving to another year, we will put this in place.