INSPIRE
PARTNERSHIP

SEND Information Report



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1.0 Provision

1.1 What kind of Special Educational Needs provision is accessible for children at this Academy?

Ackton Pastures Primary Academy is a fully inclusive school, which ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum regardless of their gender, ethnicity, social background, religion, physical ability or educational need.

2.0 Identification

2.1 How do we identify children who may have a SEN need?

- Children entering our nursery are baselined according to the Early Years Goals and any needs are identified here.

- Pupil progress meetings/discussion are every half term from which we track and identify children who are not making expected national progress. Interventions/support programmes are then implemented and monitored to ensure that the child makes accelerated progress.

- Children who may have SEN need are identified by teachers and parents / carers on a Cause for Concern form which is reviewed at a weekly inclusion meeting. At the inclusion meeting, the Headteacher, SENDCo and Inclusion lead determine the next steps for this child.

- Visually and hearing impaired children will be known to the school through Wakefield Children's Sensory Impairment team. Those children attending the provision have specific assessments and targets set which are age appropriate.

- The school holds termly planning meetings and consultations with a member of the Wakefield's Advisory Team and an Educational Psychologist. These meetings allow staff to share any concerns that they have in agreement with the parent and referrals can be made.

3.0 Monitoring of Provision

3.1 How is the intervention/support monitored as to its effectiveness?

Those children identified as benefiting from intervention/support are monitored against the progress they are making at termly pupil progress meetings with a member of SLT.

3.2 What are the school's arrangements for assessing and reviewing progress of children with SEN?

Progress is tracked through termly pupil progress meetings, through reviews with the external support agencies and the SENDCo tracks and advises on SMART targets termly according to the whole data collated through assessments, book scrutiny and observations. In addition to this, the school meets with parents / carers at least three times a year to discuss the progress of their child during a 'One Page Profile' meeting with the class teacher and/or SENDCo. For pupils with an Education, Health and Care Plan (EHCP), the school conducts a formal statutory Annual Review meeting in partnership with parents/carers, the Local Authority, and relevant external healthcare or education professionals. Progress against outcomes specified in the EHCP is formally evaluated and reported back to the Local Authority annually.

3.3 What is the school's approach to teaching children with SEN?

We are a fully inclusive school, which ensures that all pupils achieve to their full potential, this may be through quality first teaching, scaffolding, small group work or through 1 to1 teaching.

3.4 How does the school adapt the curriculum and learning environment for children with SEN?

The curriculum and teaching sequences are adapted to meet the needs of the individual. The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of children. Further information on how we increase access for disabled pupils across the physical environment, curriculum, and written information can be found in our statutory Accessibility Plan, available on our school website or upon request from the main office.

3.5 What additional support is available for children with SEN?

The school provides various interventions/support that meet the individual needs of the children (see Local Offer/Provision Map). Children who may require higher levels of support have access to appropriately trained support staff.

3.6 What support is available for ensuring the emotional and social development of pupils with SEN?

The school employs a Learning Mentor who supports the emotional and social development of pupils with SEN.

All children have access to an enriched curriculum which promotes our vision and values.

These children will require differentiated work or teaching methods within quality first wave teaching in order to make work accessible to them. This could take the form of more scaffolding in work, adaptations to meet individual learning style, additional adult support during the lesson or quality first teaching during 'catch up' based interventions

aimed to close the gap in attainment between specific children and the age-related expectations.

We also have access to a speech and language therapist and we have a centrally employed Educational Psychologist working across our Trust.

Support may include some guidance from external agencies.

4.0 Named SEND Contact

Our SENDCo is: Adele Brown

Email: abrown@inspirepartnership.org.uk

Miss Brown holds the National Award for SEN Co-ordination (NASENCO) in line with statutory requirements.

5.0 Specific Expertise/Facilities and Equipment

5.1 What specific expertise is available to children with SEN?

We have staff who are trained in the following:

- emotion coaching
- dyslexia friendly teaching
- Autism Education Training
- Read Write Inc Phonics / Fresh Start

Staff delivering interventions are trained appropriately.

5.2. What specialist equipment and facilities are there for children with SEN?

- Occupational Therapy resources can be made available (slanting boards/cutlery).
- Resistance bands for chairs
- The school has ramp access to the entrance at school as well as to each classroom.
- Accessibility features are used with our chrome books to support pupils with visual impairment and those needing audio or reading support.
- A disabled toilet to allow for movement and support with intimate care when required.

6.0 Arrangements for Consulting and Involving Parents

6.1 Parents / carers are actively encouraged to be partners in their child's education through; informal discussions, telephone contact, email contact, SEN Plans/provision map discussions, progress reviews and yearly written reports.

7.0 Arrangements for Consulting With Pupils

7.1 All children are aware of their next steps in a way that is appropriate to them. Children who have additional needs have targets which are shared, discussed and worked upon with those members of staff who are providing their additional support.

8.0 Arrangements For Parents of Pupils With SEN Who Wish to Complain

8.1 The school has a Complaints Policy which parents are requested to follow if they wish to complain about provision. A copy of this policy is available upon request from the school Office or the school website. Parents who wish to complain are strongly encouraged to initially speak to the Headteacher or SENDCo regarding their complaint. If the issue can't be resolved at this level or the complaint is regarding the Head Teacher the parent would be directed to the school complaints procedure.

Parents can also contact WESAIL for impartial advice on:
Telephone: 07961 897036 Email: WESAIL@barnardos.org.uk.

9.0 Working With External Support

9.1 In order to meet the individual needs of a child the school will work with and seek advice from an educational psychologist, advisory teachers, speech and language therapist or health colleague to support the child's academic and social progress. The school has a SEND governor who is able to challenge and support the school SENDCo to strive for excellence. The governing body receive regular updates from the SENDCo and SEND Governor in their termly meetings

10.0 Transition Between Phases

- Consultation with parents/carers on how we can best meet the emotional needs of the child.
- Consultation with teaching staff, support staff and other lead professionals as to how we can best support the academic, medical and social needs of the child.
- Opportunities for the child and parent to have supported visits to the new setting.

11.0 Where Is The Local Offer Published?

https://wakefield.mylocaloffer.org/

Approved By	Board of Trustees 12/10/26
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